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School Board Journal

A Periodical of School Administration

ADMINISTRATION: SUPERVISION: FINANCE: PERSONNEL MANAGEMENT:

BUILDING DESIGN & CONSTRUCTION: BUILDING OPERATION:



AND MAINTENANCE: BUDGETING AND ACCOUNTING: RESEARCH: PUBLIC

In this Issue: The Superintendent and the Board of Education

—FRANK L. WRIGHT

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THE AMERICAN School Board Journal

September,
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THE SCHOOL MUST GO ON

The schools get a larger share of the tax levy than any other department of the local government. Hence the public mind, and particularly that part of the public mind which asserts itself in groups especially organized to scan public expenditures, turns its attention to the schools.

The schools, say the guardians of the taxpayers' interests, are costing too much and something must be done about it. As a result, a bond issue for a new school may be defeated, or a school budget may experience some slashing. Tax pressure groups have asserted themselves more strongly in recent years than they have at any previous time.

But the public mind soon adjusts itself to the realities of the situation. While the tax ability of the community cannot be ignored, the schools must go on. The youth of today must be reared for the citizenship of tomorrow.

A teaching service must be insured, the teaching materials must be supplied, old school buildings must be repaired and renovated, new buildings must replace those that have become obsolete. When schools open in these fall days, the children will be there. They must be safely housed and properly taught.

A thoughtful citizenship need not be told that the schools are vital to the prestige, prosperity, and perpetuity of the nation.

The schools must go on.

The Editor

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The contents of this issue are listed in the *Education Index*.

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**THE SMALL
SCHOOL CHOOSES
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THE AMERICAN School Board Journal

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VITAL NEWS THAT CONCERNS THIRTY MILLION FAMILIES

Medium-Size School Systems Are Better

Norman Frost¹

(Concluded from August)

In the first half of this paper, an attempt was made to answer the questions: What is the most economical size for school systems? What size of school system is most efficient? In the following paragraph the question, What size of school system can best provide the service expected of modern schools?, will be considered.

A clear-cut statement of services which superintendents of schools expect a modern school system to provide is found in the *Twelfth Yearbook of the Department of Superintendence*.² The following statement of services to be performed by school systems is taken from this source, but the wording has been much condensed. The comments under each of the eight heads are those of the present author and do not follow in wording or thought the comments of the *Yearbook*.

Supervision Standards

1. *Supervision*. Various kinds of supervision are needed. Dawson specifies ten supervisors as necessary if there is not to be combination of different kinds of supervisory work under one individual. The ten that he specifies are: general supervisor, a director of research, a supervisor of atypical classes, one supervisor each for art, music, health, manual arts, household arts, and two for physical education.³ Some of these are included under other heads in the yearbook mentioned, which would apparently add to the supervisory staff a director of curriculum construction. Certainly an adequate supervisory staff without undue overlapping must number at least six or eight members. There is no good standard for the number of teachers per supervisor, but both recommendations and practice seem to run from about 30 to 50. Six supervisors for a local unit, averaging 40 teachers with about 35 pupils each would make a unit of 8,400 children. Undoubtedly supervisory efficiency would be greater if local units were enlarged to include 10,000 children with a corresponding increase in the supervisory staff.

2. *A health program* should include: (a) the provision of healthful school conditions, both physical and mental; (b) an adequate school health service; (c) an effective program of school health instruction; and (d) the co-ordination of the health efforts of home and community with those of the school.⁴

¹Professor of Rural Education, George Peabody College for Teachers, Nashville, Tenn.

²*Yearbook of 1934* under heading "Agencies and Services in Educational Administration," page 27 ff.

³Howard A. Dawson, *Satisfactory Local School Units*, Division of Field Studies and Surveys, George Peabody College for Teachers, Nashville, Tennessee, 1934.

⁴Department of Superintendence, National Education Association, *Twelfth Yearbook*, 1934.

Item (a) demands adequate buildings, efficiently and economically maintained. A competent superintendent of buildings and grounds is needed to meet this provision. Standards as to the number or value of buildings necessary to justify the employment of such a plant superintendent have not been found. In small school systems many of the functions are exercised by the head janitor or by the superintendent of schools. In the larger systems, or among county schools, this becomes increasingly unsatisfactory. Some counties with about 5,000 school children are known to have employed a director of buildings and grounds, and to have found it a real economy, but it is quite likely that the economy would be greater for a larger school system.

Item (b) calls for the services of a physician who can care for 5,000 to 6,000 children according to acceptable practice, a nurse for about each 2,000 children, and a dentist who can inspect about the same number of children as the doctor.

Item (c) is cared for by a special supervisor already provided, but item (d) calls for a visiting teacher or for additional nurses for follow-up work.

3. *Research*. This has been provided for in the supervisory staff. It seems quite likely that with adequate clerical help one director of research might serve quite satisfactorily a school system having 10,000 children.

Guidance in the Program

4. *Social, educational, and vocational guidance*. No standards as to necessary personnel for this work have been established. Almost certainly a director for this work should be employed, and economy would be served if the number of children served might be large.

5. *Education for exceptional children*. If this work is to be efficiently and economically maintained, there must be a large enough local unit to make classes available for various types of atypical children. For example, about one child of every 300 in the United States is estimated to be so crippled as to need special educational treatment.⁵ To maintain a class of fifteen such children the normal expectation would require a local unit including 4,500 children. The estimated number of partially sighted children needing special educational treatment is one in 500. The local unit providing such service would need to include about 7,500 school children.

6. *Adequate school-attendance service*.

⁵Guy L. Hilleboe, *Finding and Teaching Atypical Children*, Teachers College Contribution to Education, 1930, p. 31.

Dawson estimates a director of census and attendance for each 6,000 school children.⁶

7. *Library service*. Adequate library service calls for the co-operation of a group of specialists. Within the limits of any situation likely to occur in most states, the larger the local unit of school administration the greater the possibility of having adequate library service.

8. *Extension of wholesome recreational and leisure-time activities*. This is sometimes accomplished through the physical education work, and sometimes is accomplished by employing somebody to foster the wider use of school plants by pupils and patrons. In either case, it is a considerable task, and should call for special planning on a considerable scale.

The points just discussed do not include such important elements of administrative efficiency and economy as business management, accounting, clerical service, supplies management, and so forth. Enough has been said, however, to show that the services expected in an effective modern school system can be provided only by systems enrolling a considerable number of children. While specific standards are lacking for many of the services to be rendered, it seems quite likely that a local unit must have 5,000 or 6,000 children before such services are provided. If the number of children in the unit is increased to 10,000, the possibility of rendering adequate service to the children may increase, but there seems considerable likelihood that if the number of children becomes much greater than 10,000 the organization may become so unwieldy as to lose part of its efficiency.

Three Identical Conclusions

Each of the three approaches to the problem as to the best size for local units of school administration gives the same answer; the large units are better, but they may become too large. Specifically, the large units of school administration: (1) are more economical; (2) provide the more efficient schools; (3) can best render the services expected in modern school systems.

The conclusion is evident. In every feasible way the medium-size local unit should be encouraged. The small system should be abolished. Independent districts within counties should be allowed only in case these districts enroll 6,000 or 8,000 children, and the county enrolls as many more. Even then there is no evidence that the creation of independent districts is wise. Small counties should be consolidated with others, at least for school administration.

⁶Howard A. Dawson, *op. cit.*

The Superintendent and the Board of Education

Frank L. Wright, Ph.D.*

One of the most important and immediate needs in American education is an effective co-operation of boards of education and superintendents of schools in their service to the children and the people of the communities which they mutually represent. There is often a considerable gulf between the superintendent and the board, just as there is between the superintendent and the teachers, which should be and can be removed. The purpose of this article is to suggest some means of creating more cordial relations between the superintendent and the board of education.

There are two important essentials for improving the relationships between the superintendent and the board: (1) a thorough understanding by each of the duties and functions to be performed by the other, (2) ability and willingness of each to perform the duties which have been previously determined and carefully formulated.

Literature Antagonistic to Co-operation

Much of the recent educational literature has tended to develop antagonism rather than to create a sympathetic understanding of the relationship which should exist between a superintendent and the board. It has properly emphasized the fact that the superintendent of schools occupies a strategic position in the education of this country, but it has just as improperly minimized the importance of the board. In fact the literature has advocated the gradual diminution of the powers and duties of the board with a corresponding assumption of responsibilities by the superintendent to such an extent that superintendents and boards themselves, in some cases, have come to believe that any restriction of the activities of the superintendent on the part of the board constitutes unjustifiable interference. This point of view has caused some superintendents to become careless in the use of the personal possessive pronoun in speaking of *their* boards. It should be understood that the board does not belong to the administrator, nor is he *its* superintendent. Only recently one outstanding member of a board of education said of the superintendent, "He always speaks of us as *his* board but never of himself as *our* superintendent. It is *my* board but not *your* superintendent."

It is probable that the legitimate increase in the powers and duties of the administrator has been retarded by the expression of such sentiments as the following by superintendents and educators:

"The chief obstacles to educational progress at the present time are boards of education."¹

"Boards of education could be dispensed with to the advantage of most school systems. They often act from motives other than the desire to serve the public; they frequently stand between expert administrators and the public without adequately representing either."²

Although members of boards of education have been unprepared to perform all the duties they have assumed or which have been thrust upon them in rapidly growing communities, writers have failed to recognize that few superintendents have been adequately prepared to qualify as "expert administrators." A careful study of superintendents by superintendents should be made in order to determine how many of their own

group have the physical vitality, the intelligence, the personality, the professional and technical training, the business experience, and the good character which qualify them as administrators, who cannot profit from the advice of unusually successful business men, physicians, engineers, educated experienced mothers and fathers, ministers, and educators of the community which the schools are expected to serve. It would be reasonable to expect that if 50 per cent of the superintendents lack the necessary qualifications, possibly 70 per cent of the board members might lack the qualities of the ideal board member. It should be understood by superintendents and writers that if the superintendent cannot or will not assume leadership in the administration of the schools, members of the board cannot be blamed for trying it, even though they may not be qualified. In all of the writer's experience as superintendent of schools and as a member of the board of education, a very large majority of the members of the boards with whom he has worked have had some definite contribution to make to the superintendent and to the community. A very, very small fraction, if any, acted "from motives other than the desire to serve the public."

The Administrative Code

One of the best means of bringing about a thorough understanding of the duties of each by the other is through an administrative code or set of rules prepared by the superintendent and approved by the board of education. Contributions to the code should be sought from members of the board, from the administrative and teaching personnel, and from any other source which may have any contribution to make. Each superintendent before election should be invited by the board to suggest any revision in the code which he deems advisable. Each new member of the board should be expected to read the code and make suggestions for revisions. Many misunderstandings between the board and the superintendent may be avoided if policies are clearly established at the time of employment of the superintendent and after each election of members of the board.

The administrative code among other things should define policies regarding:

Organization of the board of education and the duties of each officer.

The powers and duties of the superintendent of schools, the assistant superintendent, the business manager, and other members of the staff, including teachers.

School organization, work and grades to be included in the elementary school, junior high school, high school, junior college, and adult program.

Teacher selection, training, salaries, promotion, demotion, and retirement.

Maintenance and beautification of school buildings and grounds.

Courses of study, textbooks, library facilities, guidance, etc.

Physical education and health program.

Preparation and expenditure of the budget.

Reports to the board by the superintendent or other members of the staff concerning achievements and progress of the school system.

Interpretation of the schools to the public, through various forms of publicity.

*Washington University, St. Louis, Mo.

¹R. V. Hunkins, *The Superintendent at Work in Smaller Schools*, p. 6 (quoted from the letter of a superintendent of schools).

²Charles H. Judd, *Problems of Education in the United States*, p. 132.

This code should indicate clearly the organization of the board, the types of committees, if any, and define the powers and duties of the various officers, including the superintendent and his administrative staff. Most codes, although they may catalog the authority of the superintendent, are weak on the side of defining the powers and duties of the members of the board. Seldom does the newly elected board member have any guide to the policies which he should follow or the duties which he should perform. The idea is gaining rapidly that "the board of education is to do no work" and that "it is the duty of the person who is holding the position of superintendent of schools to do all the work."³ Board members usually selected because of success in their chosen fields, accustomed to leadership and active participation in any organization to which they belong, cannot accept the "do-nothing" policy. If that policy is fully accepted, there will be still fewer live, progressive business and professional men and women challenged to accept membership on the board of education as a public service.

The code should indicate whether the duties of the president of the board are to be limited to calling the meeting to order, the signing of bills and checks, or are to be extended to planning with the superintendent how each member of the board may use his energy, capacity, and enthusiasm for some worthwhile improvement of the school. It is unfortunate that thousands of doctors on school boards of the country are making no contribution to the physical and mental health of school children, and that mothers, ministers, experienced business men, and professional educators are given the idea they "are to do no work" as board members. An important duty of the superintendent and the president of the board is to plan how to utilize the experience, the good judgment, and the community interest of each member of the board to the best advantage of the schools.

The code should indicate whether the superintendent should attend all meetings of the board, whether the secretary to the board should be a duly elected member of the board, the superintendent's secretary, or someone else relatively independent of the superintendent. It should make clear also the relationship of the business manager to the superintendent and to the board. There are advantages and disadvantages in having the secretary to the board and the business manager directly responsible to the superintendent. There is little tendency for a business manager to scrutinize carefully the expense accounts of the superintendent, when his salary and promotion are dependent solely upon the recommendation of the superintendent. Although a few superintendents attend board meetings only on invitation, educators and superintendents are opposed to even one unofficial meeting a year of the board without the superintendent. They seem to think the board, meeting without the superintendent, may be plotting something against him. Such a meeting would afford opportunity for lay people to air their opinions on any matter pertaining to the schools or their relation to the community, without fear of contradiction or expression of grievance on the part of the expert. Generally, regular board meetings are given to problems suggested by the superintendent and there is little opportunity for consideration of points of view of any member. The administrator should understand that board members are as much interested in the schools as he is.

The powers and duties of the superintendent and his administrative teaching, and maintenance staffs should be clearly defined, and the superintendent should be held responsible for the proper discharge of the duties and for the cordial co-operation of the entire personnel. The following statement was incorporated in the contract of a superintendent of schools re-

cently employed: "The office of the superintendent of schools is the chief executive office of these schools and the superintendent of schools has full power and responsibility, under the policies of this board, for the proper conduct of the business affairs and the educational program of these schools and has such other powers and duties as are set out in the administrative code or as may be assigned from time to time by the board."⁴

Additional provisions of an administrative code which relate to the duties of the superintendent are:

1. He shall from time to time submit to the board for its approval rules, regulations, and statements of policy which he believes are needed for the proper conduct of the school program.
2. He shall have power to nominate and recommend salary to be paid all employees of the board, and to assign and transfer subject to approval of the board.
3. He shall be responsible for the preparation of a tentative budget and later a more detailed budget for final approval of the board and the recommendation of transfers from one budgetary appropriation to another as conditions warrant.
4. He shall as frequently as practicable and upon the request of the board transmit written or verbal reports on the general condition of the schools, the work of the several departments, measures of progress, and the results of the administration of the board's policies.⁵

Any member of the staff, on invitation from the superintendent, may report the work of any department.

The Selection of Teachers

Freedom to nominate, assign, transfer, and recommend salaries of all employees is one of the most clearly recognized obligations of the superintendent of schools. Practices, however, run the whole gamut from the requirement that candidates send applications to some member of the board and meet all members of the board before election to the practice of the superintendent discovering candidates, determining salaries, and presenting their names to the board for approval as a mere form.

The selection of teachers is almost as important to the children and to the community as the selection of a wife is to a man and to his home; and just as the man who has to live with the woman should make his own selection, so the choice of teachers should be delegated to the administrator who deals most directly with them and who is held responsible for the success of the schools. Since the elementary- or secondary-school principal stands in the same relation to his unit that the superintendent stands to the entire system, he ought to be consulted regarding teachers who are to work with him. Sometimes the special supervisor should be consulted also. The final selection, however, should always rest with the superintendent. The only part the board should play in the selection of teachers is to formulate policies regarding qualifications, ranges of salary to be paid, the number of installments—nine, ten, or twelve—in which the salary is to be paid, the experience, marriage, and finally approve or disapprove the superintendent's nominations. It should be understood, of course, that the board will hold the superintendent accountable for the selections made. Any superintendent who has been in any position for three consecutive years and who is still unable to select his teachers unhampered, should conclude that there is something wrong with himself or the board or both. Either a different board should be selected or a more efficient

³Long Beach, California.

⁵Strayer, G., and Engelhardt, N. L., *Problems in Educational Administration*, p. 84 (see pp. 63-85 for list of duties of the board, the superintendent, and other school officials).

⁴From a recent address before a meeting of board members and their superintendents.

superintendent secured. In the event that neither of these occurs, the first educational task of the superintendent should be directed toward educating the board.

Any board should think carefully before limiting women candidates for teaching positions to unmarried women and to teachers with experience. It should be recognized that the sources of teacher supply in the school system which refuses to consider for positions teachers with less than two or three years of experience is reduced 40 to 50 per cent over that system which is willing to select the teachers with excellent training, regardless of experience or other conditions of servitude. Any limiting factor will reduce the number of interviews with candidates and the possibilities of having to deal with local candidates. The important thing in the selection of teachers, however, is that the most efficient should be selected. Before any ruling is made refusing employment to married women and to inexperienced persons, the superintendent and board should face the problem of whether they must sacrifice intelligence, enthusiasm, and personality for experience.

Reports of Superintendents

The board should expect of the superintendent frequent reports on the achievements of the educational program in the various school units, elementary, secondary, and adult. Opportunities for vocational information and guidance, provision for the physically and mentally handicapped, anticipated changes in courses of study, the program of physical education, the teaching personnel, the conditions of buildings and grounds, with suggestions for improvement in maintenance, financial condition of the district, indicating unexpected expenditures, reduction or expansion needs, and plans for interpreting the schools to the public should be considered. Such reports should be substituted for the reports and activities of standing committees. Any member of the board should feel free to ask for information on any phase of the work of the school. The superintendent should be ready with or willing to secure information for the board as a whole or for any member of the board. He should neither expect nor desire the board to take action without knowledge and time for consideration. Board members cannot justify any action merely on the basis that the superintendent recommended it.

Essential Qualifications of Board Members and the Superintendent

The final great factor in establishing and maintaining cordial relations between the board and the superintendent after each understands the functions and duties to be performed is the capacity and willingness of each to perform those duties.

Qualifications of board members in a majority of the communities have changed materially since the days when the most important essential was a large number of children of school age. Today the school board "tends to attract high-minded, successful business and professional men and women interested in civic and educational welfare. It is no accident that school boards tend to represent the highest type of local government yet developed in a democracy."⁶ To maintain such a standard the school-board member should have a good general understanding of current problems, social, economic, educational; sufficient knowledge of schools that all employees can be held responsible by the board for efficient service, and that school reports can be studied and judged intelligently; enough business judgment to be intelligent concerning the finances of the district and to recognize that a reasonable salary for employees is necessary; and willingness to accept responsibility and to delegate authority. A board should make certain that

teachers are given some consideration in the administration of the schools.

The board should be able to interpret the schools to the public, to estimate the probable reaction of the people of the community to any given proposition, and to influence public sentiment in favor of school policies and undertakings. Board members should be careful not to assume excessive authority as individuals or as a whole and should allow no person—politician, janitor, administrator, teacher, friend, or wife—to influence unduly important decisions. They should insistently refuse to become a rubber stamp. They should take pride in the quality of services rendered by the superintendent and should encourage him to participate in the activities of the county, state, and nation. Too often honors which come to a superintendent and the little courtesies he shows are disregarded by members of the board.

The superintendent should have great powers of endurance, intelligence, a distinctive personality, a broad background of scholarship and culture, and good character. He should manifest friendliness, a sense of honor, decisiveness, a real desire to give credit where credit is due, ability to stimulate teachers and to keep them from stagnation.⁷ He should be able to lay out a school plant, select furniture, apparatus, and texts; to prepare and administer budgets; to present a case convincingly before the board or any other group; to understand people and to secure their confidence and co-operation. He should have also a comprehensive view of education in its relation to social, economic, business, political, and religious life. He should not attempt to assume all the responsibility. He should know how to delegate authority. He should feel free to discuss any problem with the board as a whole or with any member. He should remember that he will not always be with the system and should not expect the staff nor the board to be too dependent on him. He should encourage members of the board to read and to attend educational meetings. He should not ride a hobby to such an extent that it will interfere with a broad administrative policy. He should seek opportunity to serve on other boards, that he may better understand the problems and feelings of the school-board member.

Summary

There is need today for a thorough understanding by the superintendent and the board of education of the functions and duties of each. There has been too much effort perhaps on the part of both to preserve for themselves certain powers and prerogatives and too little attention given to those factors which make for school efficiency. Educational literature, produced largely by administrators, has tended to minimize the importance of the board and has failed to recognize that comparatively few superintendents are administrative experts. A thoroughly up-to-date administrative code prepared by the superintendent and contributed to by the board, the administrative and teaching staff, and citizens of the community will furnish a guide to the duties of each individual in the school system. The superintendent as well as each board member should study his qualifications with a view to becoming more efficient and more co-operative each year. Any community which has a board of education and a school superintendent thoroughly qualified for their tasks and co-operating in every way possible for the children is fortunate indeed. Any superintendent who is serving in such a community with board members who have "willing charitable hearts" is to be congratulated, and any board which has a live, competent superintendent should appreciate him and express their appreciation in some substantial way.

⁶Bolton, F. E., T. R. Cole, J. H. Jessup, *The Beginning Superintendent*, p. 98.

⁷Frank L. Wright, "Personal Qualifications of the Superintendent," *AMERICAN SCHOOL BOARD JOURNAL*, April, 1937, pp. 19-22.

Present Trends of Apprenticeship in the United States¹

William F. Patterson

Apprenticeship is one of the important problems facing American educators and American leaders in management and labor. Just why it has been neglected as a major problem I shall attempt to explain as I go along. America needs skilled workers, and if it is to obtain them, then apprenticeship must provide them.

There never has been a uniform national apprenticeship system. I do not mean to say that there have not been individual apprenticeship setups. Those in vocational work are familiar with such systems, carried on by employers or by labor unions. A sound type of apprenticeship was maintained in most of these systems, for which their sponsors deserve much praise. When the depression came many of them were abandoned, however, since employers could not be expected to indenture new apprentices where conditions required that many or all of the skilled workers be laid off. No one had the job of promoting apprenticeship in such a fashion that an adequate supply of workmen were being provided to meet the needs of industry and under such uniform standards that a machinist who served his apprenticeship in South Carolina could carry on his trade just as well in Michigan.

You are familiar with the fact that the Federal Committee on Apprentice Training has been assigned, for the past two years, the job of tying together the efforts of those in the field, who have been promoting uniform labor standards of apprenticeship. Before describing what trends are discernible in apprenticeship at this time, it is necessary to consider certain causes for the present situation of apprenticeship. Those who more clearly appreciate these causes recognize the tremendous importance of apprenticeship and consequently they have taken vigorous steps to secure the development and application of accepted standards.

It has been stated that the automatic machine would and was making the skilled workman unnecessary. The inaccuracy of that statement can be shown at once by figures of the United States Office of Education, demonstrating that in the past three decades the need for skilled workers, both in numbers and in relation to the total number of all workers, has steadily risen. It appears, then, that while the number of skilled workers in certain trades has been reduced, the number of all skilled workers has been increased. Because of the rather



Foundry apprentices sometimes have the difficulty of seeing and participating in the entire process of melting and casting metal. The apprenticeship course in the Milwaukee Vocational School includes all the processes involved in the making and finishing of casting.— Photographs courtesy of Milwaukee Vocational Schools.

common belief, however, that the need for skilled workers was becoming less urgent, attention to the training of future skilled workers was neglected.

Another important factor contributing to the neglect of apprenticeship was the fact that in previous years an abundant supply of skilled workers came in from Europe, and, therefore, made unnecessary any large-scale design for building up new American skilled workers. But the Immigration Laws of 1924 virtually put a stop to the influx of foreign skilled workers.

Recent Losses of Skilled Men

Although approximately 470,000 skilled workmen entered the United States from 1924 to 1931, from that time on skilled workers were actually leaving the United States in large numbers. The number returning to foreign countries exceeded those coming in during the past four years, by 25,831.

In a word, then, in addition to the fact that in the past four years there has been practically no apprentice training in the United States, we have actually lost more than 25,000 skilled workers through emigration. It has been estimated that of the

total number of skilled workers (approximately 6,000,000) about 4 per cent die, become too old to work, or go into other employment. That figure would amount to approximately 1,200,000 men during the past five years.

Figures of the U. S. Immigration Bureau for the period 1912 to 1936 show that a predominant number of skilled workmen entered the United States compared to those who left our shores. For the period mentioned there were 1,566,876 skilled workmen who entered whereas there were only 352,385 who emigrated, leaving a net increase in skilled-worker population over this period from immigration of 1,214,291. Consider the significance of that figure in connection with the skilled-worker situation. More than a million skilled workers from abroad were added to our working population! American youth were deprived to this extent of the opportunity to prepare for the skilled trades. The situation practically made unnecessary the development of our own skilled workers. It is small wonder, then, that little attention was given to apprenticeship.

But now, the job is ours and ours alone. America must either look ahead to the

¹Abstract of an address before the Departments of Vocational Education and of Secondary Education, N. E. A., Detroit, Mich., June 30. The author is executive secretary of the Federal Committee on Apprentice Training, U. S. Office of Education, Washington, D. C.



Watch repairing is a necessary occupation in every large and medium-size city. Apprenticeship in this useful trade is frequently open to men who are in need of retraining because of injuries in some other occupation.

training of adequate numbers of apprentices, or industry will be badly crippled for lack of skilled manpower.

There are clear signs of a recognition of the problem. In the early 1920's the construction industry, at a conference representing all elements in the field, made the following statement: "National action is desirable in addition to the activities being conducted in the various localities with respect to local needs. . . ." The comparative speed with which our organizations have been able to work out national standards for the training of apprentices in the plumbing and in the painting trades, and the co-operation shown by four other trades now formulating such national standards, are indications that both management and labor have become increasingly aware of the need for apprenticeship standards.

Cannot Rush Apprenticeships

The first consideration in this situation is the welfare of the young men and the young women. It would be making a bad condition much worse, if in the effort to make up lost time, we were to permit the haphazard preparation of these youth. There simply is not a place for the half-baked mechanics. The youth that are subject to a "hurry-up" course, requiring only a few months to complete, must inevitably be the chief sufferers. The young man given to understand that he is a "skilled worker" after such a course is in for bitter disappointment. For while he may be able to perform some of the various operations

of his trade, it is impossible that he can become a rounded workman. He must either go back and obtain more training, or spend the rest of his life as a specialist or machine tender.

Some agitation has arisen for the lifting

of the immigration barriers to admit skilled workers. Without doubt the proposal would be opposed so strongly that it would be rejected. Moreover, it would only be a palliative, and would have no effect on the permanent solution of our problem.

We can conclude, then, that apprenticeship must be carried on. How then are we to carry it on? The answer to that question is of large significance to the entire country.

Long ago the professions, especially the medical and legal professions, realizing the great influence which their activities have on the health and welfare of the public, imposed strict standards of training on those who enter these professions. While the skilled trades do not always affect the public in matters of life and death, their place in the nation's life is of great consequence. A poor plumber may be the cause of unsanitary conditions resulting in epidemics. The inferior bricklayer may do bad work, making it necessary to do the job over, and adding extra cost to the price of a home. The bungling automobile mechanic can occasion endless annoyance by failure to discover the reason for faulty performance of a car, and at the same time demand high prices for his third-rate service. Fortunately most employers in the trades are as anxious to exclude this type of workmen from their industries as is the public. The readiness with which they endorse apprenticeship standards of a high character, and which acts as a barrier to the entrance into the trades of half-baked mechanics, is testimony not only of their interest in their trade, but of recognition of their responsibility to the public.



A group of boys apprenticed to tailors at work in the Milwaukee Vocational Schools.

Apprenticeship to be Managed by Industry

The type of apprenticeship system which the Federal Committee considers as best able to provide full-rounded work experience, and the one most likely to stand up permanently is one which is largely managed by the industry itself. Such a system is supervised by a local trade committee made up of employer and employee representation equally, who are advised by local school authorities and other public officials. The committee acts on all matters pertaining to the apprentice as a worker — the progressively increasing scale of wages, the length of the apprenticeship period, the maximum number of hours to be worked, adjusting complaints, the signing of a written agreement by the employer and the apprentice, and determining the amount of related instruction which the apprentice is to receive.

The vocational educators deserve praise for the fine co-operation which they have shown in working out the courses of instruction for such apprenticeship systems. The task of setting up these courses, and especially of training the teacher personnel to conduct them, is a vitally important part of the sound apprenticeship system.

In touching on this joint responsibility for the training of apprentices may I quote from a joint statement signed by the Secretary of Labor, and by the Assistant Commissioner of Vocational Education, United States Office of Education, Dr. J. C. Wright — "It is clearly and officially recognized . . . that there are two distinct groups of responsibilities and functions in the promotion and subsequent operation of plans for apprentice training. One group deals with the apprentice as an employed worker — the conditions under which he works, hours of work, his rates of pay, the length of his learning period, and the ratio of apprentices to journeymen so that overcrowding or shortage of skilled workers in the trades may be avoided in large part. The second group of responsibilities deals with the apprentice as a student — the related technical and supplemental instruction needed to make him a proficient worker and the supervision and co-ordination of this instruction with his job experience. . . . It has been amply demonstrated that the responsibilities in connection with the apprentice as an employed worker can best be carried on by the State Labor Department which is charged with the general responsibility of improving working conditions and fostering the well-being of the workers, and that the responsibilities in connection with the apprentice as a student can best be performed by the State Board for Vocational Education."

Those whose business it is to deal with young people know that there is a very large group whose talents and inclinations point them in the direction of those occupations which can utilize effectively their peculiar aptitude for manual dexterity. More and more attention is being given



While the apprentice pattern maker is best trained on the job, there are many aspects of the trade which are taught in the vocational school.

that group. These young men and young women can best develop themselves as workers, and serve a more useful place in the industrial scheme, by being directed into the skilled trades.

Among this group the vocational educators are doing splendid work studying their individual bents and helping them to find the trade or occupation for which they are best suited.

Higher Labor Standards Needed

Recently a conference of twelve superintendents of schools who were touring the country under the auspices of the National Occupational Conference was held in the

U. S. Office of Education. After some discussion, it was generally agreed that, in the preparation of apprentices for the skilled trades, there is no substitute for actual experience on the job. In our work we have gone on that assumption, insisting, however, that a sufficient amount of related instruction in the school be included in the apprenticeship to enable the apprentice to become a substantial citizen as well as a competent worker. Upon the well-grounded experience in the technical processes of the trade we maintain that there should be laid a superstructure of training in the technical and related aspects of the trade which can only be obtained in the school.

Educators who are working in this field of apprenticeship are faced at once with an opportunity and a challenge. We have the opportunity to strive for higher labor standards for those who are to enter the skilled trades, and thus guarantee them a larger measure of economic security. We have the opportunity of working with industry to provide adequate supplies of superior workmen. And we have the opportunity, in doing these things, of assuring the public of better, safer, more dependable service for its money.

We have found that both management and labor, when they are made aware of the apprenticeship situation in the United States, and when they are familiar with our method of operation, are more than willing to co-operate in the promotion of sound apprenticeship standards. Already, in addition to the national plans, legislation has been adopted in several states, setting up apprenticeship councils to promote apprenticeship activities.



An apprentice acetylene welder at work in a vocational school.

The School Gives Pupil Assistance

Charles L. Mosher¹

When a major depression sweeps the country, everyone is affected. Each sees, through his own eyes and in terms of his own particular situation, the losses suffered. Often it is difficult to connect results with causes. Children especially have of late been subject to new conditions and limitations little understood by anyone but having serious results.

Schools and teachers have been able to do much for the assistance of children since they have had immediate knowledge of special and pressing needs. Also they have realized that the meeting of life necessities was a prerequisite to education. You cannot teach with any satisfaction or much success a child who is underfed, not suitably clothed, or is ill.

Reports from the field have been of striking interest in two ways:

They have shown a growth of social-educational consciousness and of practical co-operative effort on the part of teachers and personnel (attendance) workers and a better understanding of the importance in school service of guidance, of counseling based on knowledge of the child's whole life situation.

They have emphasized at one and the same time the value of complete records and the tragedy of careless investigation, of mistaken judgments and of the resulting neglect of children.

Twenty cases were checked to note the use of records in connection with case solution. Naturally the register of attendance was related to more cases than any other record and, just as naturally, the school census and the pupil's health record followed closely since this combination of records — census, register, and health — is basic and might be useful in any case. The number of cases in which particular records were used in descending scale was as follows:

Register, 15; Census, 12; Health, 7; Permanent School Record, 6; Exemption from School, 5; Guidance, 3; I.Q., 2; Character Growth, 2; Probation Officer's record, 1; Big Brother record, 1.

Transportation for Two

What a complex of circumstances were at work in the case of Theodora and Sara Louise James,² third-year and second-year high-school pupils. Their mother had been a social worker in Denmark; their father a small contractor-builder, veteran of the world war. Both are deeply interested in the education of their daughters, who are

excellent students. They lived seven miles from school. On WPA, the father drove an old car to work and took the girls to school until transferred to another locality. Earning \$92.50 a month, with seven in the family, one dollar each day for bus fare was out of question. Transportation had been voted down by the district and an appeal to the State Commissioner of Education in the matter denied. The girls hitchhiked and walked for a long time but finally had to give up.

The situation was reported by the dean of girls and the principal. Investigation showed that the transportation appeal had been denied because the district superintendent held transportation unnecessary. This was hard to understand but was found to be based on the fact that for years a parent of the district had taken the neighborhood children with his own to school and return. The fact that the James children lived on another road and also that the car was already full was overlooked.

The dean and the principal were found to be keenly interested and co-operative. The trustee of the local district was a bit prejudiced. "City folks" was his attitude although the family had paid taxes on their home for seven years. The rural teacher was disappointing for she did not seem to consider the further education of these pupils a matter of any interest or concern to her at all. The new district superintendent, most anxious to solve an inherited problem, visited the TERA Home Relief agent with the attendance supervisor. Received at first with surprise and question as to the school's interest in the matter, they saw appreciation of the case and willingness to assist develop. The only means of aid available was through the National Youth Administration. The girls were given work by the superintendent and earned enough to pay transportation.

A special school meeting was called, and when the people of the district knew all the facts they promptly voted transportation.

Who can say what it meant to these girls to have the tangle of obstructive and thwarting elements unraveled?

Making good the principle of equal opportunity for children often involves a surprising number of conflicting circumstances. When all the facts are accurately known, the community finds a way to meet the situation.

Mary's Appendicitis

Consider the simpler case of Mary Leonti, a seventh-grade pupil. Looking over exemption notices, the supervisor noted that Mary was not required to attend school on account of chronic appendicitis.

The question naturally followed, "What is being done for her?" School authorities did not know. They had felt it wise not to have her in school lest going up and down stairs bring serious results. The supervisor found the family doctor advising an operation but reluctant to press the matter. The family did not see how they could meet the expense. A conference between parents, family doctor, the welfare commissioner, and the supervisor of attendance shortly resulted in an agreement: The doctor would perform the operation and the welfare commissioner would authorize the hospital service. In three weeks the pupil was back in school, well and happy.

No one can say just what would have happened if the record had not brought out the failure to follow through when the pupil had to leave school.

He Owned a Car

John Brown was as hard working as he had a chance to be. All he asked was a job. When report came that his children had been out of school for some weeks and were not ill, investigation followed. The house was found to be "as neat as wax"; the children were clean, the only trouble lack of underwear, lack of food; in other words, no work.

When the welfare agent was consulted, the records said, "Not entitled to relief." Naturally the supervisor of attendance asked, "Why?" "The teacher says the children are neat and clean," and "The man owns a car." No further facts were recorded. The agent explained, "We have to be very careful." The supervisor countered with, "It might be held that being careful is exactly what you have not been. You have not noted that though neat and clean these children lack warm clothes, nor that an oil-drill tool sharpener must use his car to go from job to job." When the agent maintained that nothing could be done, it had to be explained that if such were the case the whole situation would have to be taken to court. Then the agent suggested a visit with the welfare commissioner himself. Acquainted with the facts, in ten minutes he agreed to furnish food and clothes and gasoline, repayment to be made as work conditions permitted. A good moral might be, "Get all the facts."

The Mother Drank

Sam Johnson presents another sort of case. Patience is a long word, long enough to cover eight years of co-operative effort on the part of Anna Wright, attendance officer; Sam's teachers, the judge of the Children's Court, Sam's father and finally his mother.

Briefly, when the attendance worker

¹Director of the Attendance and Child Accounting Division, New York State Education Department, Albany.

²Names are fictitious.

Both the education law (section 627, subdivision F) and the public welfare law (section 105, subdivision 1, c) of New York State provide that the welfare commissioner furnish indigent children with suitable clothing, shoes, food, and other necessities to enable them to attend upon instruction.

first went to Sam's home she found it a hopeless shack, not suitable for living purposes. Only dirt and discomfort were abundant. The mother had been a maid in a family where access to liquor had proved her undoing. If the father earned anything—and he was fairly diligent—whatever the mother could get of it went for drink. Small chance for Sam in such a "home"! Help in the form of clothes and shoes did little good. Finally, the judge, to relieve the boy of such conditions, placed him in an institution. He stayed a year and six months and liked it. Then he was paroled, came back to a different home, out in the country, to which the father had been persuaded to move. Perhaps its chief advantage was distance from any grog shop. Sam did well in school and now when Miss Wright meets him it gives her special and peculiar satisfaction. He is a respected leader among his people, successful and dependable.

Steady effort does sometimes bring results even in most unpromising fields—but it takes patience.

Betty is Helped

When confronted by poverty, illness and dirt, it seems that these are undoubt-

edly the most serious handicaps which children are compelled to face. There are other difficult angles to some pupil problems. Cases involving personality prejudices may be even more baffling.

What can be done for Betty Small, who, briefly, is not enjoyed at home. She does fair school work considering her mentality, good enough to warrant the hope that junior-high-school training will be useful to her. Her small brother is her mother's favorite. The mother dominates the father. They combine for the boy and against Betty. If she asks to visit a girl friend across the street, permission is refused. She is reminded of the plentiful work at home for her to do. Driven to exclaiming that she would leave home, her mother offered to help her pack and emphasized that there would be one less to feed and clothe. Betty left and went to the home of a friend, and soon the whole matter came up since she took a job and did not return to school.

The guidance counselor was impressed with Betty's sincere desire to do the right thing. It took numerous visits to bring the parents to any realization of what they were doing in denying their child sympathetic understanding and support,

of what continued nagging and refusal of liberties enjoyed generally would do to her. Finally they withdrew complaint which they had made in court against her as a wayward minor and uncontrollable, promised to furnish suitable clothes and to allow reasonable liberties.

In some such instances there is a real awakening on the part of both parents and daughter—a development of mutual confidence and enjoyment. In others, the daughter gets a job as soon as she can and achieves some sort of independence. Then, for the first time often, she is missed at home. Faced with an intolerable home situation, a boy is likely to run away.

The social psychologist, the psychiatrist, the visiting teacher, and all the others interested in children have ample scope in such cases for the exercise of all their capacities. Each case is likely to be unique and individual in some fashion. Personnel workers need the judgment (and with some it seems to be intuitive as well as a matter of training and experience) to marshal the school and community, public and private resources which apply, to the end that children shall have a fair chance, shall not be deprived of their rightful heritage of opportunity.

Improved Standards for the School-Board Clerkship

Leland N. Drake, Ph.D.¹

The present-day practices and procedures of the office of clerk of the board of education have been largely the result of a slow accumulation of laws and customs. The office in most states has far outgrown the meager and scattered statutory provisions which presumably govern it. Moreover the functions usually vested in this office by the boards of education are so important to the welfare of the public-school system of this country that a consideration of improved standards and conditions relative to the conduct of the office becomes highly important. Particularly is this true in view of the ever rapidly changing economic conditions, the broadening base of taxation, and the increasing complexity of public-school finances.

The following suggestions and discussion relative to improved standards for the school-board clerkship are derived in part from the findings of a recently completed nation-wide study.²

Official Status of the Clerk

Title of the office. Despite the fact that its title may suggest that the office is of

trivial importance, yet there has been great change in its functions since the day when the primary duty of the clerk was to "make a fair record of all votes passed. . . ." The official designation of the office should be changed from "clerk" to some title more in keeping with the increased importance of the office and the responsibility of the position as it exists today. In the larger city school districts, particularly, there is every reason to designate the office as that of assistant superintendent, assistant superintendent in charge of business affairs, fiscal agent, business manager, or some other similar title.

Standards for qualification. Superintendents, principals, teachers, and civil-service employees of boards of education are required to meet minimum qualifications of education, preparation, and certification to be eligible for appointment or election. The duties of the office of clerk are likewise specific and technical and require adequate educational background and experience in order efficiently to execute the varied jobs entrusted to the "clerk." Unquestionably the office of clerk could be raised to a new

level of efficiency and social respect if minimum legal requirements, based upon education, training, and experience, were set up. Immediate results undoubtedly could be achieved by setting up legal minimum qualifications and subjecting applicants for future appointment to an examination. But permanent improvement is impossible unless men and women who want to qualify for a position as business or fiscal agent of a board of education are given an opportunity to prepare for the work in accredited colleges which offer preparatory courses at both undergraduate and graduate level and, if possible, even offer appropriate degrees for the completion of such requirements.

Certification could readily be accomplished by either setting up state accrediting agencies for that purpose or by designating the existing agencies which provide legal certification for teachers and administrators to carry on this work. Such a plan requiring adequate preparation, experience, and certification should safeguard communities in securing individuals with at least a reasonable professional background. It would be a distinct advantage to those considering school-business management as a career to have the position recognized on

¹Principal, Mound Junior High School, Columbus, Ohio.

²Leland N. Drake, *The Clerk of the Board of Education*, Unpublished doctor's dissertation.

³*New Hampshire Laws*, 1805, p. 45.

a professional basis similar to public-school positions on the teaching side.

Residence vs. merit. It is the common legal requirement in all of the states that a member of the board of education must be a resident of the district he serves. In earlier days, when the clerk of the board was selected from the board membership, the clerk likewise was required to be a legal resident of the district. This custom still persists, at the present time, to an almost universal extent so that the clerk, whether a member or non-member of the board, is invariably a resident of the district he serves.

Boards of education do not insist that the new superintendent of schools shall be a resident of the district. In fact, in small and medium-size cities new superintendents generally come from a distance. It is a question largely of merit rather than residence. Similar principles of choice should be used when boards are picking the individual who is to be held responsible for the business affairs of the school system. The members should be in position to pick the individual, who, in their opinion, is best qualified—and certified—to keep the records and manage the business affairs of the schools. Residence should be eliminated as a required qualification.

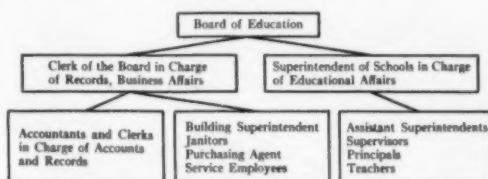
Unit of Control

There are in most states too many small school districts for the purposes of efficient administration and educational service. The efficient operation of the large city districts has always been a potent argument for the enlargement of all units of school control. The sentiment attached to local control of affairs has long been strong in America and has hindered the development of larger school attendance and management units especially in village and rural areas. As one improved standard for the efficient operation of the office of clerk of the board of education it is urged that the unit of control in financial and business affairs be made larger. This may be brought about by hastening the process of consolidation of the smaller districts into larger units, the adoption of the county or regional unit of control, or the absorption of the smaller districts by the larger units. In cases where legal consolidation is impossible at present, the problem could be solved by the employment of a single capable fiscal agent to carry on for the clerks of several districts. If the duties of such a "joint" clerk included the purchase of books and supplies, and the management of repairs, he could save a considerable part of his salary through the economies resulting from bulk purchases and the improved handling of the business of the districts.

Type of Organization

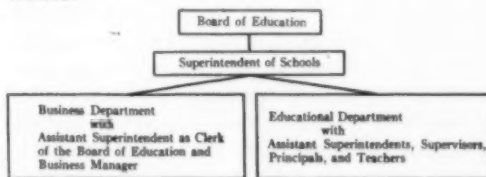
The present-day superintendent of schools is employed to be the chief executive officer of the schools. As such the board holds him responsible for the efficient administration of the schools of the district

in both educational and business matters. Not all boards of education have accepted this form of organization, and in too many communities the older idea of limiting the superintendent to strictly instructional matters prevails. In these school districts the clerk or secretary is a co-ordinate officer with considerable initiative and independence and is responsible entirely to the board. In such school districts where the superintendent has little or no jurisdiction whatever over business affairs, the success of both branches of the administrative setup are jeopardized. A typical dual type of organization found in general practice throughout the country is illustrated below:



Undesirable dual type of organization.

Such an organization produces co-ordinate offices that in the very nature of the situation have difficulty in co-operating. The ultimate end of the schools is readily lost to sight, and the work of purchasing agent, janitors, and service employees under the direct control of the clerk of the board of education becomes an end in itself. Where such dual systems of organization are being practiced, responsibility is centered with difficulty. Unless the men at the head are individuals of unusual ability and co-operativeness, confusion and inefficiency can eventually be expected where such conditions exist. To free the schools of such possible predicaments many larger and medium-size school districts have definitely put into operation the unified type of organization. The diagram below illustrates a simple unit type of organization that can be recommended to produce improved standards for the clerk's office and to assure greater efficiency to the school system as a whole.



Desirable type of unit organization.

The unit plan can be adapted to a school district of any size. It operates most effectively where the school district itself is relatively large in size. In the very small districts, the superintendent may, and frequently does, act as clerk of the board and assumes the record keeping and business management as well as the educational administration. In somewhat larger districts the secretary to the superintendent may assume the duties of clerk of the board. The plan of having a competent business and fiscal agent, as previously discussed im-

mediately responsible to the superintendent, and the superintendent responsible to the board is perfectly feasible. The unit plan for small communities is easily adaptable to extension and can be made to care for vast business of the largest and most complex school system.

Tenure and Salary

It has been shown in a previous article⁴ that the tenure of the office of clerk of the board of education is greater than that of the superintendents of schools, or principals, and of certain other public-school employees. Because of the technical nature of the work and the wide range of details making up the duties of the office, it is highly desirable that continuous and long tenure be maintained. The efficient administration of the business, financial, and accounting affairs of the board is best assured by continuity in the clerk's office. The almost universal practice of annual appointments of clerks should be changed from one-year terms of office to relatively long terms of four or five years, with the assurance of continued reappointments for satisfactory work.⁵

The day when the office of clerk and the work that it entails may be considered as a temporary civic duty to be performed without compensation, has passed. Capable, dependable, and professional executives to serve as business and financial administrators of the public school systems must be forthcoming. The salary that goes with the office in the future must be commensurate with the duties performed and the responsibilities assumed.

Legal Aspects

In order to make possible the adoption of some of the suggestions in the foregoing discussion, certain revisions of the school laws are needed in some of the states. The laws now upon the statute books relative to the office have been the result of a slow accumulation of statutes, and changing conditions have made many of these laws not only obsolete but actually harmful to the most effective operation of the office. Ultimately the schools are losing in efficiency because of these defective laws.

Only a few of the more necessary legal changes can be mentioned. The legal restriction as to residence should be changed so that a selection of the officer may be made on the basis of merit instead of upon residence within the district. In small communities this change would permit a capable clerk to serve several districts. Legislation should be repealed which prohibits the superintendent of schools from serving as clerk of the board of education in addition to his other duties. The laws regard-

⁴The Present Status of the Clerk of the Board of Education, SCHOOL BOARD JOURNAL, JUNE, 1937, pp. 27-28.

⁵The new Pennsylvania tenure law includes clerks of boards of education who have been appointed on the basis of merit as determined by eligibility lists. Permanent tenure is assured after serving the probationary period required by the law. — Editor.

The Typewriter and the Three R's

Ralph Haefner¹

The parental eye slides down the child's report card, just brought from school. After each activity—social studies, science, reading, physical training, spelling, music, composition, drawing, arithmetic, handwriting—stands a letter or number, indicating the child's progress during the weeks just finished.

As mothers and fathers examine these efforts of the teacher to indicate pupil growth, perhaps they still give special attention to developments in reading, handwriting, composition, spelling, and number work. In spite of the new and wholesome emphasis on social studies, science, and physical training, a majority of parents retain an eager interest in the old curricular trilogy—reading, writing, and arithmetic.

Each of the three R's remains the center of gravity for other important activities. Into the orbit of reading is drawn the study of literature: fiction, poetry, and drama. Writing pulls to itself composition and spelling. Even austere arithmetic, often standing alone, is closely allied to science, practical arts, and even vital phases of the social studies—history, economics, and civic relations.

And no shifting of the educational scenery, however clever the technique, can for long maneuver the sturdy three R's into the wings. These subjects are far too important to play minor roles and always keep marching back into the very center of the learning spotlight. And to the great sensible audience—citizens, parents, and children—reading, writing, and the use of numbers are indispensable to any well-conceived scheme of education.

Innovations proposed for the elementary school must, therefore, expect to confront at once the vigorous three R's and to justify themselves to this august trio. And conversely, any procedure or device which promises substantial aid to reading, writing, and number work can anticipate a cordial and sympathetic reception from both educators and parents. Knowing full well that the basic school subjects involve many and serious learning difficulties, these people keep the latchstring out for even modest aids that may appear.

What Research Has Shown

For years the typewriter tapped gently at the doors of the elementary school. To many farsighted parents and teachers, its potential contributions, especially to the language subjects, seemed transparently clear. But in the press of other school activities, the machine was long ignored. At last a few years ago, the typewriter was welcomed into a few excellent public and



Using a typewriter to prepare a language lesson at home.

private schools, but on a strictly trial basis. In effect, advocates of the typewriter were told that the machine must promptly demonstrate its ability to survive under highly competitive conditions.

The challenge was accepted by a group of research students. The typewriter was put to work, not in the artificial atmosphere of a laboratory but in the hurly-burly of the ordinary classroom.² There the machine had to co-operate with the old experienced members of the curriculum—penmanship, arithmetic, composition, reading—as well as with the younger set—social studies, science, and creative activities.

Strange as it seems, the typewriter aids the subjects with the longest tenures in the house of education—the venerable three R's. Reading, long inured to the chest thumpings of research workers, readily responds to the typewriter. Kindergarten children, enjoying their first school experiences, are soon typing pages of random letters and numerals, an activity analogous to the "scribble" stage of handwriting. In a short time they begin asking how to "say" their names on the machines. And before the year's end many of them request aid in typing names of familiar objects: *dog, book, cat, and boy.*

Thus the typewriter helps young children begin the difficult shift from concrete objects to abstract words. No longer does the object called a "dog" need to be present to the senses; the word *dog*, an artificial substitute, is used in thinking of the real

²Wood, Ben D., and Freeman, Frank N., *An Experimental Study of the Educational Influences of the Typewriter in the Elementary School Classroom*, Macmillan.

thing. Through the physical activity involved in typing the word, it assumes for the child a new reality which it may not possess when merely written on a blackboard or printed in a book. This gap between real objects—dogs, books, and boys—and their more abstract representations—words—is thus partly bridged through the medium of the machine.

How Reading is Helped

But careful study has been made of the typewriter's influence on the crucial beginning stages of first-grade reading. It is observed that at once children are eager to type words, phrases, and sentences which they have learned to read. Often they copy the same sentence many times: *I can run, or See my book.* For young children this repetition of familiar material holds endless fascination, but does it possess educational value?

Careful tests show that even for first-grade children typing of words and sentences is not merely a mechanical, repetitive process.³ In ability to recognize small differences in shapes of words children who typed for a year were found superior to those who wrote entirely by hand. The typewriter aids in making distinctions between words of similar spelling, such as *for* and *far*; and in the selection of a specific word, such as *glass*, from a group with similar spellings, such as *gloss, grant, grave, and glare.*

Thus typing aids young children in enlarging their understanding of the detailed character of words—a fundamental skill in accurate reading. While typing the word *man* a score of times, pupils become intimately acquainted with the word's peculiar shape, or gain an accurate *perception* of it, to use the psychologist's term, just as motorists learn a road's twists and turns by much traveling over it. Gradually children learn not only to recognize the word *man* when seen but also to differentiate it from words of similar form and length, such as *men, ten, fan, and pen.* Through much observation and analysis, words which at first appeared confusingly similar finally emerge with features so peculiar as to make distinctions easy.

Improved familiarity with the crooked marks comprising words carries over to the most important aspect of reading: ability to interpret printed materials. As a result of a year of typing, young children exhibit an advantage in comprehension of words, as evidenced by their capacity to select from a group of four, such as *crow, cow, drop, and across*, the one belonging with the picture of a large black bird.

³Unzicker, Cecilia E., *An Experimental Study of the Effects of the Use of the Typewriter on Beginning Reading*, Bureau of Publications, Teachers College, Columbia University.

¹Suffern, N. Y.



With the typewriter, spelling practice in a fifth grade is a happy experience.

Similarly, typing experience aids children in accurately selecting from among four pictures the one which belongs with a given phrase, such as *A bird flying*. Finally, young children who have typed show definite superiority in comprehending and following short directions, accompanying pictures, such as: *Put an X on the farmer who is walking by the side of his horse.*⁴

The typewriter exerts less effect on older children's detailed reading habits, such, for example, as ability to state whether the boy described in a given paragraph felt cross, lonesome, weary, joyful, or afraid. But the machine enables boys and girls to deal effectively with their individual reading problems and interests.⁵ Some children work systematically to improve their vocabularies, learning to distinguish between pairs of homonyms: *see* and *sea*, *new* and *knew*. Or they like to type incomplete sentences, making the meaning correct by adding the missing words. Others become interested in keeping typed records of the books they read, noting title, author, and the impression made by the volume.

⁴From *Primary Reading Test, Type 3, Reading of Paragraphs*, by A. I. Gates, Bureau of Publications, Teachers College, Columbia University.

⁵Haefner, Ralph, *Fingers That Talk, A Typing Book for Children Eight to Eleven Years of Age*, The Gregg Publishing Company.

Making Spelling Attractive

Less attractive to most children than reading is its close relative, spelling. To many boys and girls spelling offers little adventure, small appeal to the imagination, and limited stimulation to reasoning. To fix in mind the order of letters in words requires much repetition, just as does learning of the arithmetical tables. To make spelling books more attractive, writers have enclosed in stories the words to be learned, rather than presenting them in isolation. But the basic method of learning the spelling of words remains: repetition until the order of letters has been habituated.

Because of the fascination of operating a typewriter, young children are eager to repeat words, thus obtaining excellent spelling practice. In primary grades they like to type lines of words from their reading books: *milk, cat, jump, see*. Dozens of repetitions of each word make for clear perceptions and correct recall. Order of letters is emphasized, just as is order of sounds in speech.

Among older children, too, typed spelling practice is usually an attractive activity. After words are repeated ten or fifteen times, their spelling and meaning can be tested by using them in sentences. Older children sometimes enjoy classifying words, typing those that describe, such as *large*,

green, new; or those that tell how, such as *quickly, lively, happily*. Often they use the typewriter to practice the spelling of proper names, such as *February, Tuesday, Champlain, Leif Ericson*.

The second member of the old three R's — handwriting — at first thought seems threatened by wide use of the typewriter. Many parents have asked whether the ancient art of penmanship must finally go the way of the family horse and the kerosene lamp. In the judgment of this writer at least, handwriting will remain an indispensable skill for nearly all individuals; its uses are many, constant, and important.

But it is significant that handwriting of good speed and quality can be acquired and maintained by children who at the same time typewrite extensively. The uses to which children ordinarily put handwriting apparently contribute little either to the rate or the quality of the product. Usually the writing is done for some immediate, practical purpose: recording notes relative to an experiment, outlining a report, or sending a note to a friend.

Judge Writing by Composition

Whether done by hand or on a machine, writing should be judged mainly from the standpoint of composition. Therefore, what effects are produced by the typewriter on children's written work? Regardless of the

age of children, one of the machine's most striking influences is greatly to increase the total volume of writing. Apparently, children prepare much typed work because they enjoy the activity, can work with ease, and are able to achieve immediate and visible results. Young children are eager to type connected material: phrases and sentences. Shortly, longer pieces are undertaken: several sentences concerning a single subject — a train, a cow, or a dog; letters to parents and friends; and sometimes a kind of free-verse poetry.

On the quality of young children's compositions the typewriter exerts significant effects. Youthful writers make continuous requests for the spelling of rather long words, such as *dirigible*, *engine*, *signal*, *sleeping*, and *watered*. Sentences longer than normal for young children are used, such, for example, as the following: *You will be surprised to see your orange seeds*. Single pieces of typing containing several hundred words, done at one sitting, are not uncommon in the primary grades. And during a year, little children may type as much as 50 per cent more words than others of the same age working by hand.

Older children use typewriters for a wide variety of composition work. Poems with four or five stanzas are prepared. Lengthy reports are organized, dealing with field trips to factories and museums, or with scientific experiments relating, for example, to the nature of oxygen. School newspapers are published; the "mechanical" staff typing the stories, poems, and accounts of current events; the editors then arranging the material on the pages.

The typewriter enables older children to apply in their composition work experiences constantly being obtained in other fields. In stories and letters they use the stock of ideas assimilated from books,

magazines, observations of nature, and contacts with people. While organizing such materials children obtain practice in important composition techniques: use of various kinds of sentences; paragraphing; punctuation; accurate employment of words — verbs, nouns, adjectives, and adverbs; and effective arrangement of material on pages, often in relation to illustrations and diagrams.

And Finally, Arithmetic

And arithmetic, the final member of the three R's, also responds to the typewriter's influence. In addition to words and sentences, young children early begin typing numerals. Individual pupils often exhibit a marked interest in using the machine for counting, typing numbers from 1 to as much as 300. Others enjoy typing simple problems, such as *2 and 1 are 3*.

With the help of the machine older children engage in numerous arithmetical activities: adding and subtracting sums of money, carrying on long division, and even keeping personal records of receipts and expenditures. Tests given older children indicate that the typewriter improves their accuracy in fundamental operations: addition, subtraction, multiplication, and division. These favorable results doubtless grow out of the clear perceptions of typed numbers and the accuracy with which they can be placed; in subtraction, for example, one directly under the other.

Probably most people would agree that achievements in reading, written composition, and arithmetic are important in any school program. If these key subjects suffer, other activities are affected: social studies, art, and science. If the three R's are improved, the entire curriculum benefits. As an educational instrument for children, the typewriter must, to an important



CLAUDE V. COURTER
SUPERINTENDENT OF SCHOOLS-ELECT,
CINCINNATI, OHIO

Mr. Courter, formerly head of the school system at Dayton, Ohio, was elected superintendent of schools in Cincinnati on July 29. He assumed his new duties immediately.

Mr. Courter is a graduate of the Kalamazoo High School and the Kalamazoo State College, and received his A.M. degree from Chicago University in 1925.

Following his graduation from college, he was superintendent in Kalamazoo, Mich., from 1911 to 1915. Later he went to Howell, where he remained until 1922. From 1922 to 1926 he was principal of the Central High School in Flint, Mich. In 1926 he assumed the superintendency, where he remained until 1930, when he went to Dayton as superintendent.

He is an active member of the Department of Superintendence and the National Education Association.

degree, be judged by its effects on reading, composition, and number relations. On these basic subjects it appears to exert a variety of helpful influences. And through its effects on the three R's the typewriter touches, in some degree, most of the other activities that are important in the education of children.

NEW YORK CITY SCHOOLS REDUCE THE PUPIL-TEACHER LOAD

The New York City school officials have reported progress in their efforts to reduce the pupil-teacher load in the schools. It is expected that the average ratio of pupils to teachers in day elementary schools will be dropped from 36.5 to 35.8 after the new school year opens, and may go below 34.8 by February first.

A material reduction in the number of over-size classes and an increased personnel in schools where the ratio should be lower than the general average has been affirmed in the report of the committee on finance and budget presented to the board of education. A marked shift from large classes to smaller ones within the last two years has been indicated by figures submitted by the committee. While 1,843 of the elementary classes fell within the 45 to 49 pupil category on October 31, 1936, the figure was cut to 1,235 classes in March, 1937. For the junior high schools, the budgets for the last five years have been based on registers of 36 pupils per teacher in regular classes, 25 in adjustment classes, and 18 in industrial classes.

Two factors have brought about the reduction in pupilload. They are the falling birth rate, and the cessation of immigration.



First-grade children typing favorite stories.

How Janitors Get Their Jobs

(Present Practice in Selection of School Janitors)

Spencer D. Benbow¹

"What factors do you consider in the selection of school janitors?" This question was asked 190 business managers and superintendents in a recent questionnaire survey, conducted by the research office of the Oakland public schools. One hundred forty-one replies were received from 34 states, a 74-per-cent response. The survey was limited to cities with 50,000 population and over. The accompanying table summarizes the findings.

To analyze and interpret the findings, each employment practice is considered separately and in relation to the other factors in the following discussion. Variations in practice by size of city are indicated where they occur. Cities in the 50,000 to 100,000 population group will be referred to as "50-100" cities, cities of 100,000 to 250,000 population will be referred to as "100-250" cities, those in the 250,000 population and over group will be referred to as "250-over" cities. The combined grouping of all the cities over 50,000 population will be referred to as "all cities" or "50-over" cities.

1. *Personal interview.* As would be expected this item ranks number one in frequency of use in the "all-cities" group. One would ordinarily expect the cities to be 100 per cent on the use of the personal interview, but in many of the school systems obtaining janitors from city civil-service lists the school business manager does not see the new janitor until he reports for duty. In such cases the personal interview is not one of the selective factors.

2. *United States citizenship.* This qualification is demanded by the majority of the cities, with a higher percentage for the "250-over" group. Approximately two in three of all cities responding have a citizenship requirement.

3. *Application blank.* Except for the personal interview one would think that the application blank would be in most frequent use in selection. Actually the rank of this item for "all cities" is third, exceeded by personal interview and United States citizenship. Slightly more of the "250-over" cities use the application blank than "100-250" and "50-100" cities, though the difference is not marked. Approximately two out of three of the 141 cities responding use some form of application blank.

4. *Evaluation of previous experience.* Previous experience is considered by more than half (56.7 per cent) of the 141 cities ("all cities") reporting. Frequency of use

Frequency of Use of Various Janitorial Selective Factors
(Summary of replies to questionnaire)

Selective Factor	141 Cities 50,000 Population and Over	71 Cities 50,000 to 100,000 Population	43 Cities 100,000 to 250,000 Population	27 Cities 250,000 Population and Over
1. Personal Interview	81.6%	84.5%	79.1%	77.8%
2. United States Citizenship.....	66.7	63.4	60.5	85.2
3. Application Blank	63.8	59.2	67.4	70.4
4. Evaluation of Previous Experience.....	56.7	56.3	55.8	59.3
5. Age Limits	51.8	52.1	48.8	55.6
6. Personal Appearance Rating	51.8	46.5	55.8	59.3
7. Local Minimum Residence.....	48.9	47.9	41.9	63.0
8. Written Reports from Character References..	47.5	46.5	44.2	55.6
9. Written Reports from Previous Employers..	38.3	39.4	30.2	48.1
10. Marital Status	33.3	33.8	32.6	33.3
11. Other Factors	33.3	32.4	34.9	33.3
12. Medical Examination by School Physician...	29.8	31.0	27.9	29.6
13. Oral Examination on Janitorial Work.....	27.7	26.8	27.9	29.6
14. Civil-Service Examination	25.5	19.7	30.2	33.3
15. Formal Schooling	22.0	15.5	30.2	25.9
16. Medical Examination by Applicant's Physician	12.8	12.7	9.3	18.5
17. Written Examination on Janitorial Work....	12.1	14.1	4.7	18.5
18. Physical-Agility Test	9.9	8.5	2.3	25.9
19. Intelligence Test	8.5	5.6	4.7	22.2

of this selective factor does not vary appreciably with city size.

5. *Age limits.* Response was requested in the questionnaire on whether or not cities used age limits as a qualifying factor and space was provided for the one answering to write in the age limits if he wished. The tabulations show that about one half of the cities have some age requirement. Sixty-seven cards were returned with the actual age limits indicated. Either age 21 or 25 is favored as a minimum entrance age by 40 cities or 59.7 per cent of the 67 cities represented. Either age 45 or 50 is favored as a maximum entrance age by 44 cities or 65.7 per cent of the same 67 cities. A considerable number of the cities have no age-limit requirements. Three of the cities specify a minimum but no maximum, and 15 cities specify a maximum but no minimum.

6. *Personal appearance rating.* When this question was included in the questionnaire, the investigator had in mind a definite numerical rating of personal appearance. It has since become apparent that some of those answering the questionnaire probably checked this item if they consider personal appearance at all in selection; others probably left the item unchecked because they do not use a rating of personal appearance, though they may consider appearance in their selection. This interpretation of the responses renders the replies without meaning and they are included only for completeness in reporting.

7. *Local minimum residence.* Responses to local minimum residence indicate that about one half of "all cities" and 63 per cent of the "250-over" cities have some local residence requirement.

This item was included in the check list because of its frequency of occurrence in civil service examinations. Results show that this practice is not confined to civil-service cities, for civil service is used in only 25.5 per cent of "all cities" responding, a difference of 23 per cent.

8. *Written reports from character references.* This factor and the one on reports from employers undoubtedly overlap. Employing officers evidently consider character to be a rather important factor in selection of school janitors. Almost 50 per cent of "all cities" and better than 50 per cent of the "250-over" cities use written reports of this type to aid them in selection. If a definitely reliable and valid method of obtaining information on character of applicants were available, probably more cities would include the factor of character in their employment procedure. Authorities in the janitorial field agree that janitors should be of unquestioned character because of their constant association with children.

9. *Written reports from previous employers.* Almost one half of the "250-over" cities obtain written reports from previous employers of janitorial applicants. For "50-over" or "all cities" reporting the percentage drops to 38.3. There are a considerable number of other selective factors in more frequent use.

10. *Marital status.* Knowing that many employers prefer married men, the question on marital status as a factor in selection of school janitors was included in the questionnaire. Findings are uniform for city size groups, with 33.3 per cent of "all cities" responding to this item in the affirmative. This does not mean that mar-

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riage is a definite requirement; it means that marital status is considered by one third of the 141 cities when employing janitors.

11. *Other factors.* Space was provided on the questionnaire for the one answering to write in other factors than those listed. Some of the superintendents and business managers used this space for general remarks or comments. One third of the cards contained something in this space. Those of general interest are included under the topic immediately following.

Selected comments of business managers and superintendents. Forty-seven out of the total 141 replies contained other factors or comments. The interesting or frequently recurring items were:

- a) "Politics" (5 comments of this nature).
- b) "On probation 6 months" (9 similar comments).
- c) "All janitors must be drawn from civil-service list. No age limits and very little control over appointments. It is not good."
- d) "Preliminary 'strength test' acts in place of age limits."
- e) "We know so much about those we employ that 'testing' is not necessary." (From a city of 70,000 population.)
- f) "Kohs' Block Test, Porteus Maze, and Ferguson Form Board."
- g) "One-year paid experience in firing boilers of 50 h.p. or over; also one-year experience supervising care of building such as school, office building, or apartment house."
- h) "Engineer's license" (3 similar comments).
- i) "We would like to make our own selection." (From a civil-service city.)
- j) "We aim to select good citizens and property owners if possible."
- k) "Need."
- l) "Prefer man with family and home owner."
- m) "All janitors in civil service under state pension—retirement at 70."
- n) "Janitors must attend part-time janitor-engineering training school conducted by the board of education."
- o) "Number of dependents, whether any pension income or property income."

12. *Medical examination by school physician.* A medical examination should be one of the fundamental selective factors yet only 29.8 per cent or less than one in three of the 141 cities ("all cities") require janitorial applicants to be examined by the school physician. The percentage does not vary appreciably with variations in city size. (See No. 16 below.)

13. *Oral examination on janitorial work.* The practice of asking oral questions of the applicants regarding janitorial work seems to be general in about one fourth of the cities. Many of the cities not responding to "Written Examinations on Janitorial Work" and "Civil-Service Examination" did check this item on oral examinations. This type of examination may take place at the time of the personal interview and is probably informal in nature.

14. *Civil-service examination.* In 1922 Garber² found that 76, or less than 7 per cent, of 1,085 cities selected and appointed janitors by civil service. In the present study 25.5 per cent of 141 cities in the "all cities" group select by the civil-service

method. Garber's study concerned cities with 2,500 population and over, while the present study is of cities with 50,000 population and over. As would be expected the "50-100" cities do not select by civil service to the same extent as do the larger cities. In the "250-over" group one city in three takes janitors from civil-service lists.

15. *Formal schooling.* Engelhardt, Reeves, and Womrath suggest that janitors should have an eighth-grade education.³ To ascertain the practice in requiring any amount of formal schooling this item was included in the questionnaire. The responses show that about one fourth of the "250-over" cities have some formal schooling requirement, 22 per cent for "all cities." Evidently the standards suggested by Engelhardt, Reeves, and Womrath will not be fulfilled in very many cities in the population groups considered in this study.

16. *Medical examination by applicant's physician.* If school boards do not require applicants to be examined by their own physicians, the next best thing is to require each job seeker to submit a certificate from a licensed physician of the applicant's own selection. This practice is followed by from 9.3 per cent to 18.5 per cent of the cities, varying with city size, or by 12.8 per cent of the "all-cities" group.

Medical examination by school physician or applicant's physician. If examination by school physician and examination by applicant's physician are considered under one head, then 42.6 per cent of 141 or "all cities" use the medical examination as a selective device. Stated differently, slightly more than 2 out of 5 cities require medical examinations. Garber⁴ found in 1922 that 73, or 7 per cent, of 1,567 cities over 2,500 population required applicants to pass a physical examination.

17. *Written examination on janitorial work.* One would think that written examinations concerning the work of the janitor would be used rather generally but such is not the case in the cities reporting. Only 12.1 per cent of "all cities" administer this type of test, although there is an abundance of material available on the subject. It is possible that the use of this factor in janitorial selection is covered better by responses to the question on civil-service examinations.

18. *Physical-agility test.* This item was included in the questionnaire because it was known that a few cities required such an examination. It appears from the findings that about one fourth of the larger cities use some form of physical condition test to supplement medical examination by a physician. In some of the cities reporting the use of physical-agility tests, the actual test is in the nature of a strength requirement.

19. *Intelligence test.* From the percentages shown it is evident that very few of the smaller cities and only about 1 in 5 of the "250-over" cities administer intelligence tests to applicants. Less than 10 per cent of the "50-over" or "all-cities" group follow this practice. The kinds of tests known to be used vary considerably: Otis Self-Administering, Kohs' Block Test, Ferguson Form Board, Porteus Maze, and various "homemade" tests using arithmetic, language, following directions, etc.

Analysis of findings by states. The 141 cities replying to the questionnaire are spread over 34 states. All of the cities replying from Massachusetts, Minnesota, and Ohio use civil-service examinations in selection of janitors. All but 1 of the 9 New York cities checked the same item. Several of the Massachusetts cities commented that janitors for their schools are drawn from state, not city, civil-service lists. Only 1 of 9 California cities obtains janitors from city civil-service examinations.

Eight of the 9 California cities, 7 of the 9 New York cities, and 5 of the 8 Michigan cities reported that they required medical examinations by physicians.

The Oakland Plan

The following is a summary of the Oakland, California, method of selecting school janitors. It may contain procedures and practices of interest to school administrators faced with the problem of devising a workable, practical selection plan:

Oakland school janitors are selected according to "*Rules and Regulations Pertaining to Non-Certificated Employees of the Oakland Board of Education.*" The following excerpt from the regulations describes the administrative control:

"*Board of Examiners.* The Board of Education hereby appoints a Board of Examiners whose duties are to construct, administer, control and preserve all records pertaining to the non-certificated examinations of the Oakland Public Schools. The Board of Examiners shall consist of the Superintendent of Schools as chairman, the Director of Research, and the Secretary of the Board of Education. It shall be the duty of the Director of Research to construct, prepare, standardize, make all statistical computations therefor, and to administer examinations for all non-certificated employees. He shall determine the passing score; and provide for the preparation of eligible lists.

"*The Appointing Officer.* The Appointing Officer shall be the Business Manager who shall have general supervision over all non-certificated personnel."

The selection procedure used is similar in some respects to a civil-service examination except that it is controlled and administered by school officials not by an outside agency. Local newspapers carry announcements of the examination, inviting interested persons to make application. Legal advertisements supplement the news announcements.

Applicants must meet the following general requirements for custodian service in the Oakland Public Schools before being permitted to take the examination:

1. Citizen of the United States.
2. Resident of the city of Oakland for at least one year prior to the date of the examination.
3. Twenty-five years of age or over. No upper age limit is specified, but, on the basis of one hundred possible points in the total examination,

(Concluded on page 100)

²A. Garber, *The School Janitor*, United States Office of Education Bulletin No. 24, pp. 7, 8. Washington: Government Printing Office, 1922.

³N. L. Engelhardt, C. E. Reeves, and G. F. Womrath, *Survey Data Book for Public-School Janitorial-Engineering Service*, p. 7. New York: Bureau of Publications, Teachers College, Columbia University, 1932.

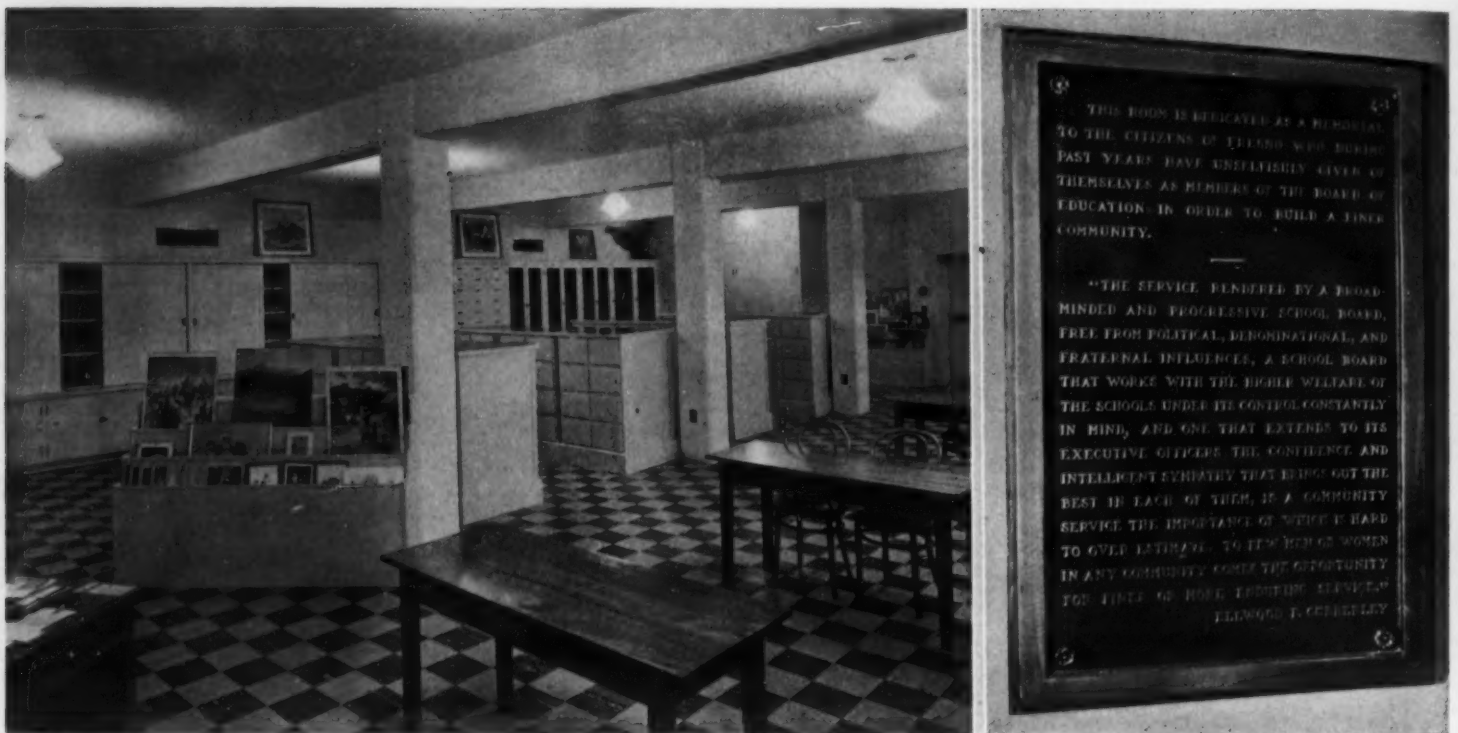
⁴J. A. Garber, *The School Janitor*, United States Bureau of Education Bulletin No. 24, pp. 7, 8. Washington: Government Printing Office, 1922.



General view of the School Administration Building, Fresno, California. The building is planned and equipped to serve as the administrative center of the schools for both the educational and the business departments. The facilities include space for the supplies and equipment department in the basement, for the offices of the superintendent of schools and the supervisors, for the business manager, and for clerks. An auditorium for teachers' conferences, etc., is a feature of the building.



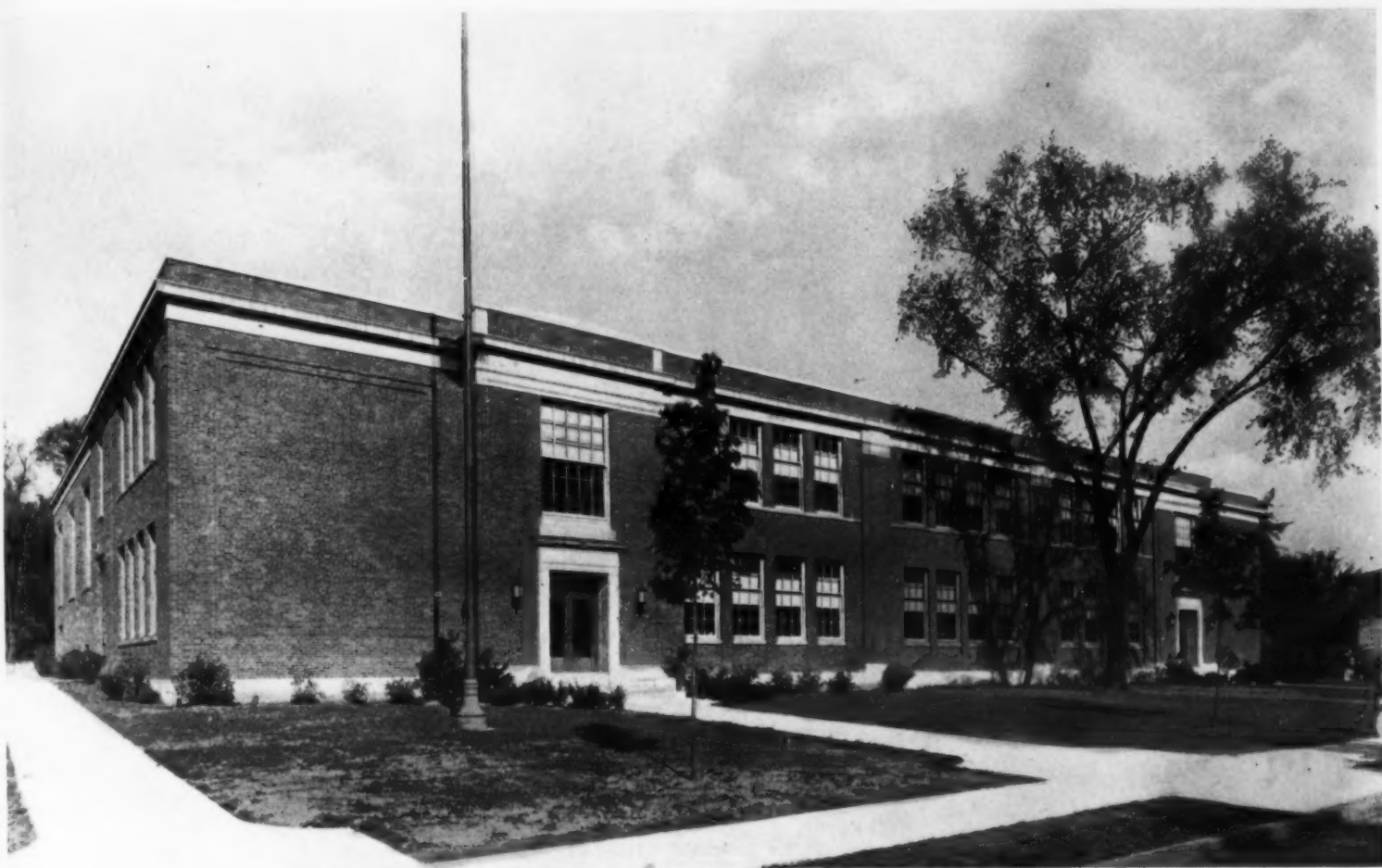
Left: a view in the supply department, School Administration Building, Fresno, California. All the shelving is steel, and books and other supplies are carefully arranged for easy access and quick handling. Right: the information office in the main corridor is the control center for directing all who have business with the school office. It is also the center of telephonic communication.



Views of School Administration Building, Fresno, California. Left: visual education room. Pictures, slides, and films may be examined in this room, which is the central depository for the school system. Right: the plaque mounted on the wall outside the board of education meeting room.



Offices in School Administration Building, Fresno, California. Upper left: a view of the shipping room of the supply department. Upper right: display case and stairway in the main corridor. Lower left: office of the director of the supply department. Lower right: general business office.

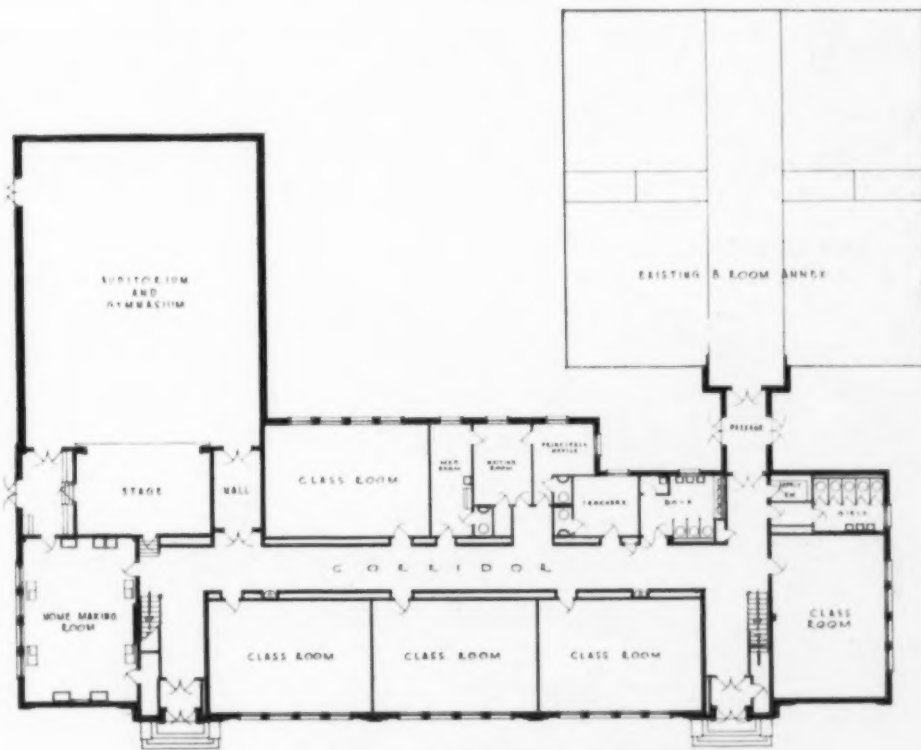


General Exterior View, Thomas K. Beecher School, Elmira, New York.—Robert T. Bickford, Architect, Elmira, New York.

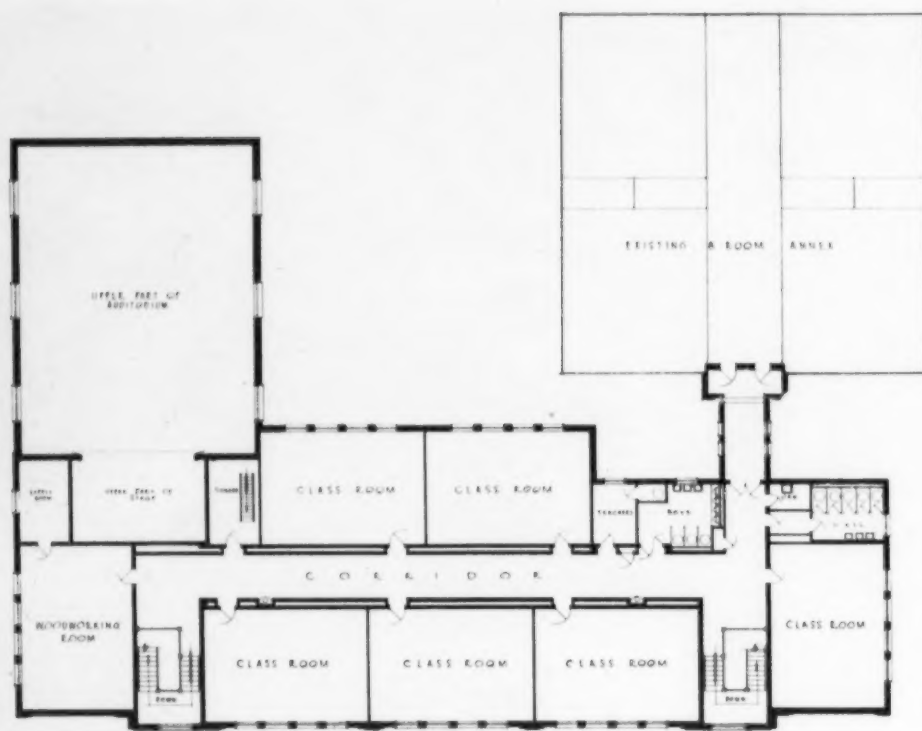
An Elementary School for Service

In the Thomas K. Beecher School, at Elmira, New York, the architect was confronted with a number of problems which combined to make the planning rather interesting. The school is part of a well-rounded city school system, organized on a three-level plan of elementary, junior high, and senior high schools. Originally the schoolhouses upon the plot consisted of two unconnected buildings, the larger of which was worn out and had to be razed. The new building had to be so located as to mask the old structure from the major street. In addition, it was necessary to recognize the limitations of the property due to the existing streets and a railroad line at the back, making it imperative to preserve all possible playground area in one unit. Finally, it was necessary that the building be planned for maximum efficiency in the use of the old eight-room building, which is of sound, wood-joint construction, with brick bearing walls, and to connect it to the new fire-proof building, so that all pupils have ready access to offices, toilets, teachers' rooms, and exits.

The exterior is of buff-colored, cut cast-stone trim, and a variegated range of sand-



First Floor Plan, Thomas K. Beecher School, Elmira, New York.



Second Floor Plan, Thomas K. Beecher School, Elmira, New York. — Robert T. Bickford, Architect, Elmira, New York.

mold brick, slightly irregular in size but in shades to harmonize with the tone of the old adjoining structure. The design is simple, depending for its effectiveness on the use of carefully proportioned wall surfaces, and the texture of the materials used.

The new building, which is of reinforced concrete and steel construction, faces west, and is so arranged that the north exposure is used for only the special rooms. Of the two front entrances, one leads to the assembly room, and the main corridor, and the other opens directly to the rear and into the old building. The basement is small and affords space only for the heating apparatus and the air-conditioning equipment. On the first floor there are six classrooms, a homemaking room, a combined gymnasium-auditorium, an office suite, and toilets. On the second floor there are five classrooms, a room for general science, and a woodworking shop.

All of the rooms are of forty-pupil ca-

capacity, with built-in wardrobes in each room, except in the homemaking and wood-working rooms. Ceilings and walls are of sound-finished plaster to eliminate glare, floors are maple, and the wardrobes and trim are of birch with stain and flat-varnish finish. The blackboards are slate, with a cork bulletin-board section in each room. Along the top of the blackboards is a continuous clip strip for displaying specimens of the students' work. Each room is equipped with a secondary clock, and an auxiliary telephone and radio-speaker outlet, all of which are controlled at the main office. The corridors have ceramic-tile floors and a glazed-brick wainscot five feet high.

The assembly room has walls of ashlar-cinder blocks, treated with acoustic paint above a glazed-brick wainscot. The ceiling is of acoustical-tile insulation material and, combined with the sound-absorption qualities of the block walls, gives an econom-

ical but efficient sound deadening. The room is frequently used for neighborhood gatherings and for parent-teacher meetings, and for this reason the homemaking room is arranged with a separate pantry and entrance so that it may be used for the preparation of lunches and refreshments without the necessity of entering any other portion of the building.

The principal's office is centrally located so as to be accessible to both buildings and to give a view of the playground. The toilet rooms are located to be available to both buildings as those in the old building are in the basement.

Heat for the building is supplied from old boilers in a central heating plant.

The connecting passage between the new building and the annex, which is fireproof and structurally independent of the annex, allows adequate exit facilities in case of fire, or demolition for future expansion at this point.

The building was designed and constructed under the supervision of Robert T. Bickford, registered architect, of Elmira, N. Y., and was completed in January, 1936, at a cost of \$125,000. This included clock, program, and fire-protection systems for the old building. The building was erected entirely from district funds, without PWA help.

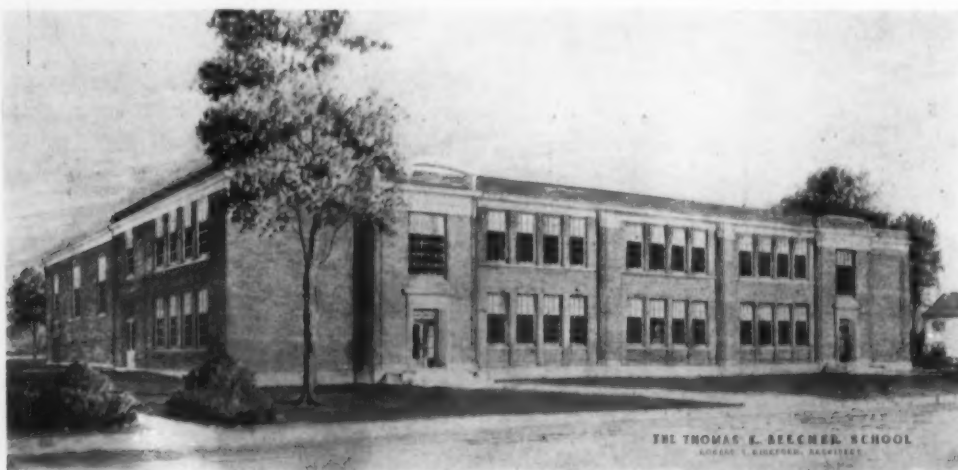
Data on Thomas K. Beecher School, Elmira, New York

Exterior Facing — variegated red brick
Exterior Trim — cut cast stone
Roof Construction and Materials — steel deck
Windows — wood and steel, awning type
Doors — inside wood; outside, steel
Insulation — Roofs — built-up pitch
Corridor and Stair Treads — slate
Classroom Floors — maple
Auditorium Floors — maple
Acoustical Materials — thermax and cinder blocks
Toilet Rooms — plaster walls, waterproofed slate stalls, tile floor
Type of Heating and Ventilating — split system
Boilers — old boilers reused
Air Washers — dry type filters
Temperature Control — dual

DUTIES OF A BUILDING DEPARTMENT

The Milwaukee school board has adopted the following rules for the guidance of its building department: "The Division of Buildings and Grounds shall be under the general supervision of a chief, who shall have both technical and practical knowledge of the construction and maintenance of buildings and grounds. The work of the division will be divided into four chief subdivisions as follows: Construction, repairs, plant operation, and inspection.

"The chief of buildings and grounds will have general supervision of inspection and construction of buildings and grounds, and he shall confer with the superintendent of schools or such assistants as the superintendent may designate concerning construction, proposed construction, remodeling and changes in existing schools; he shall have an experienced architect as assistant who shall have general charge of designing and planning of buildings, additions, alterations, and remodeling of school buildings and grounds, subject to the general direction of the secretary and the chief of buildings and grounds. The chief of buildings and grounds may name one of the inspectors as chief inspector who shall have immediate charge of inspection work."



Perspective View, Thomas K. Beecher School, Elmira, New York.



General Exterior View, Oakvale Consolidated School, Oakvale, Mississippi.—E. L. Malvaney, Architect, Jackson, Mississippi.

The Oakvale Consolidated School, Oakvale, Mississippi

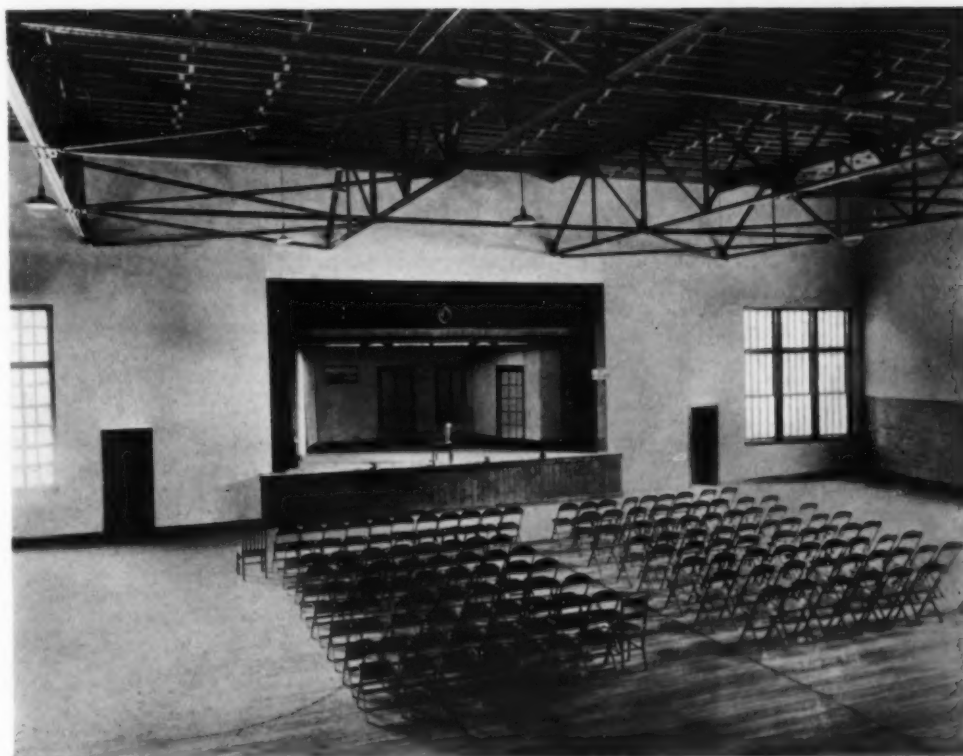
The Oakvale Consolidated School, at Oakvale, Mississippi, is one of the early PWA projects accepted for Mississippi in the second series of public works grants.

The building was erected to replace an outworn building destroyed by fire. It is planned to serve a large rural territory which has its natural center of trade and communication in the town of Oakvale. The building meets the needs of an elementary and high school offering the complete Mississippi state-approved curriculum. The classroom area consists of five standard classrooms, of which four are used by the grades and one by the high school. In addition, there are two high-school recitation rooms; a combination laboratory for physics, chemistry, and biology; a large study hall planned and equipped to serve as the library for the entire school.

The largest room in the building is the combination gymnasium-auditorium, which measures 62 by 81 feet, and is planned for a total seating capacity of 300. The stage is sufficiently large for school entertainments and plays and is equipped with footlights as well as overhead stage lighting.

The building was planned in the sum-

(Concluded on page 97)



Auditorium-Gymnasium, Oakvale Consolidated School, Oakvale, Mississippi.

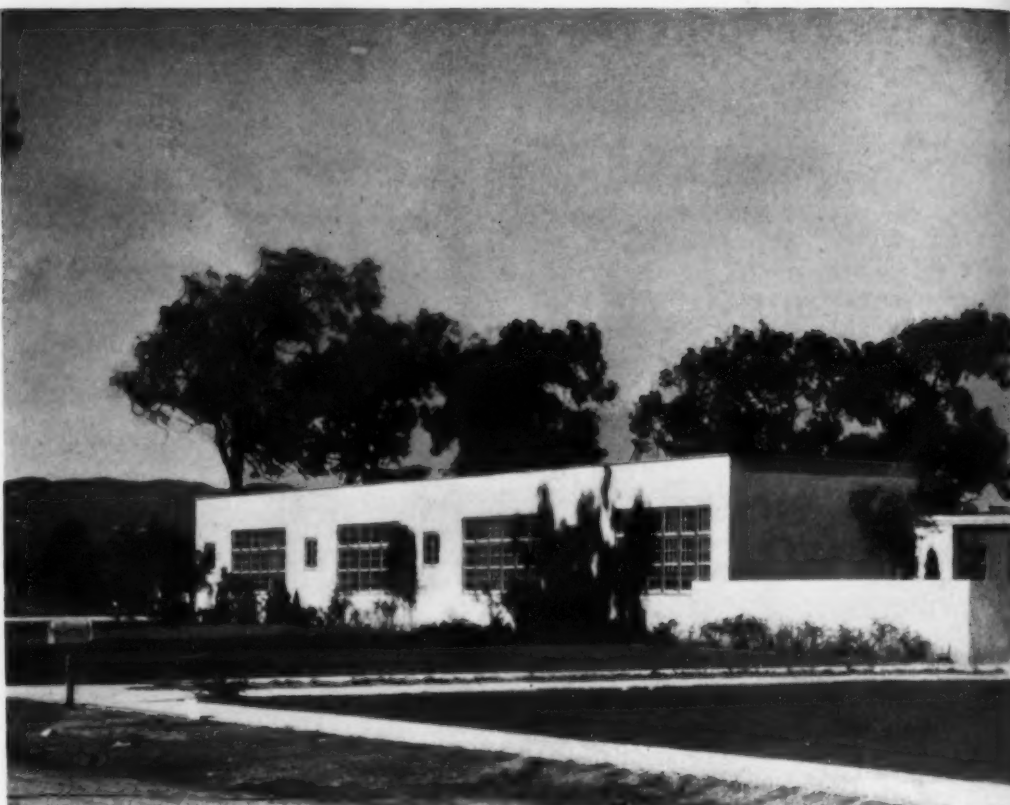
A School Designed for Youth

John Adams Junior High School,
Santa Monica, California

Laura Crawford

Modern school buildings are no longer designed for sit-down education with military standards of discipline, but are specially adapted to meet the needs, interests, and abilities of children. The John Adams Junior High School, in Santa Monica, California, is an example of the latest development in architectural skill applied to public education. Here traditional classrooms have articulated themselves into interesting and efficient laboratories and workshops where modern youth may learn by doing.

The building is an excellent example of one-story construction providing safety from fire and earthquake hazard. The plan is an open, rambling type 420 feet long,



General Exterior View, John Adams Junior High School at

206 feet deep, built around two patios. The building is located on a site of 12.3 acres and was carefully designed to preserve the appearance of openness. Vistas of the patios may be had on approaching from the front. The administrative offices are in the center. Across the main corridor is the library unit with a librarian's work-room, a storage room, a general reading

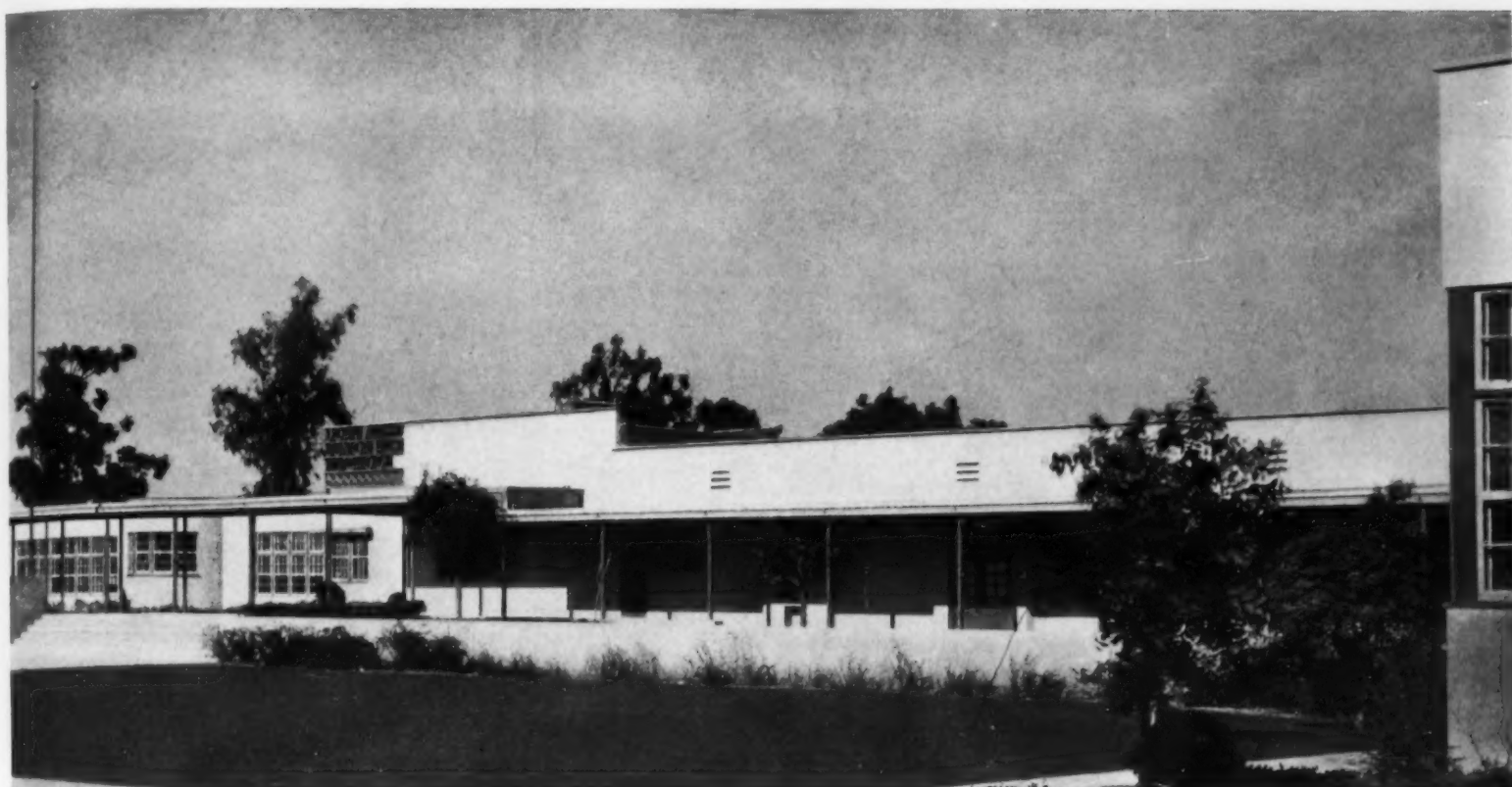
room, and individual conference and reference rooms. Two art rooms are joined by a work unit with a circular bay and supply rooms. Rooms designated for social science and English are equipped with raised alcoves usable as stage or activity space. The rooms of commercial subjects, clothing and foods, as well as general science open on a second patio. The foods' unit is desirably located adjacent to the faculty dining room, kitchen, and cafeteria.

The general foods room is a high point of interest, being equipped with 12 individual kitchens each accommodating two girls. The kitchens are furnished with gas stove, tile sink, and built-in features presenting a unit so cheerful and colorful that work becomes fun. This unit, regarded as one of the most attractive to be found in any California high school, has cream-colored walls, woodwork in soft green, a subdued orange for inside of cupboard, a tile sink in sea green with decoration in blue.

The lines of the building follow the modern trend, expressing simple beauty through line and color. One of the factors in determining the color scheme was a structural one. Because of the extreme length of the building in frame and stucco construction, it seemed desirable to create mechanical joints in the wall surface to provide logical points of expansion and contraction in the stucco surfaces. These joints were so arranged with varying color that a moving pattern progresses around the building developing a rhythm emphasizing or subduing the various parts. The color of the walls is allowed to progress through a range from warm to cool,



View of Library Court (Patio), John Adams Junior High School, Santa Monica, California.



Santa Monica, California. — Marsh, Smith & Powell, Architects, Los Angeles, California.

balancing the warm and cool sides of the various parts of the building. There is no place where there is a break in the color progression, except at the point of greatest interest the entrance, where the coolest and warmest colors are brought together for contrast. The color range is, however, actually only two colors with blended shades between.

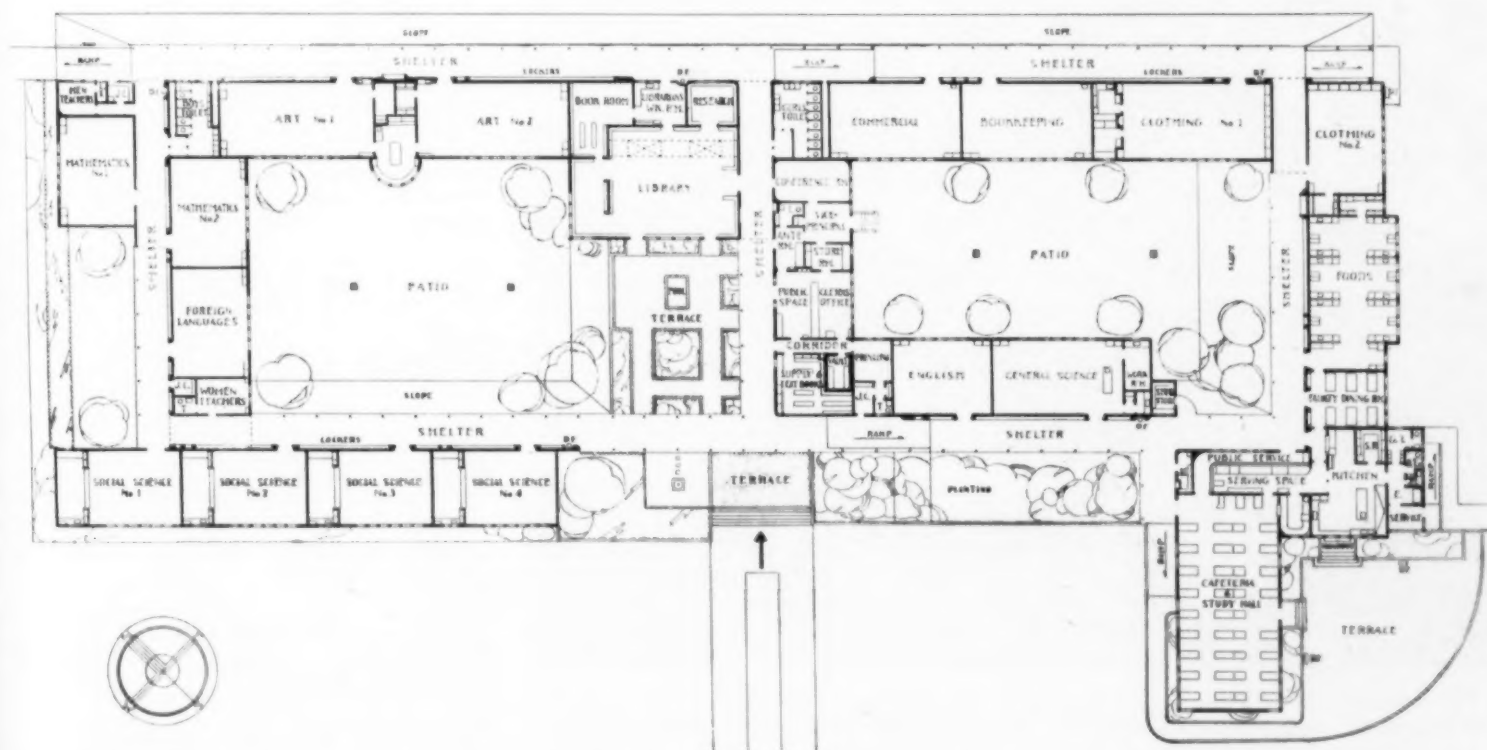
The exterior color scheme is as follows:

exterior trim, dull red-violet brown; sash, pale blue green; doors, deep dull blue; pipe columns, dull red orange; fascias and parapet caps, medium green blue. All of these colors are definitely related to each other and to the stucco color range.

The color scheme of the school has naturally created a great deal of interest and visitors have come from long distances to view and study the building. The reaction

of pupils and visitors alike to this new use of color has been very good indeed. Educators pronounce it practical as well as beautiful.

The design of this type of junior-high-school building was inspired by a sympathy and understanding of the adolescent and his world. Teachers, administrators, and architects spent long hours in creating this attractive and healthful environment



Floor Plan, John Adams Junior High School, Santa Monica, California. — Marsh, Smith & Powell, Architects, Los Angeles, California.



Main Entrance, John Adams Junior High School, Santa Monica, California.



The domestic science kitchens are organized on the unit basis — two girls working together in each unit. The arrangement allows for economy in floor space and equipment, and permits at the same time teaching methods and learning methods which approximate home conditions. A separate model dining room is not necessary under this arrangement. Pupils can have complete experience in the laboratory itself.

for child growth. Complete plans were designed and executed by Marsh, Smith and Powell, architects and engineers of Los Angeles, California.

**Data on John Adams Junior High School,
Santa Monica, California**

Exterior Facing — stucco and cement plaster
 Exterior Trim — redwood
 Roof Construction and Materials — wood frame and composition and gravel
 Windows — awning type
 Classroom Floors — maple
 Acoustical Materials — acoustic plaster
 Finish of Toilet Rooms — tile
 Unit Heaters — gas steam radiators
 Radio Installations — roughed in for only
 Broadcasting System — roughed in for only
 Panel Boards and Electrical Control — standard manufacture
 Wash Bowls — standard manufacture
 Flush Valves — standard manufacture
 Blackboards — slate
 Bulletin Boards — cork carpet
 Lockers — in corridors, steel
 Waste Receptacles — movable in recesses
 Pupils' Desks — fixed
 Window Shades — venetian blinds
 Cafeteria — tables, chairs, food-serving equipment, food-mixing equipment, dishwashing machines, refrigeration
 Cooking Range — gas
 Laboratories — experiment tables for chemistry, physics, biology, storage cases
 Home Economics — tables and cabinets, refrigerator, sewing machines, practice dining and demonstration room
 Ranges — gas and electric
 All tile-topped tables and sink boards
 Drawing Tables — special design
 Library — special type and make of shelving and bookstacks, furniture

The Use of the Demonstration Technique for the Improvement of High School Instruction in Iowa

A. J. Steffey¹

In 1928, the Iowa state department of education inaugurated a state-wide program for the improvement of instruction. In that year a state course of study for the elementary schools was published. In 1930, courses of study were prepared for ten different high-school subjects, followed during the next four years by ten other courses. In 1931, the Iowa General Assembly passed a law which provided an improvement-of-instruction fund to be administered by the county superintendents with the approval of the state superintendent. Each year since that time bulletins and maintenance materials have been issued in both the high-school and elementary fields and an effort made to stress some particular subject or phase of instruction. In the fall of 1936, the staff of the state department was increased, and a reorganization was effected so that more attention could be devoted to the improvement-of-instruction program.

Under this new plan of organization the number of schools for which each field supervisor was responsible was reduced one half. While there were still two hundred schools for each man, the plan was to spend at least one-half day in each school and to devote more time to the instructional phase of the school situation instead of inspecting plant, equipment, etc. Every effort was made to assist county superintendents with the problems connected with the town and consolidated schools, and appointments were sought with professional teachers' organizations, especially county organizations of superintendents and principals. Through these various contacts it was soon discovered that a certain amount of follow-up work in the field would be necessary if the state courses of study and the entire improvement-of-instruction program were to function effectively. In the first place, the state courses of study and bulletins were not being widely used. The mere issuing of these courses did not insure their use. Classroom visitations also revealed that high-school teaching in the smaller high schools of Iowa was quite traditional. The question-and-answer type of procedure and page-by-page assignments still prevailed. There was little enrichment of the textbook by collateral reference or study. The instruction and discussion were predominantly abstract and academic. There was a need for making them more interesting and meaningful and related to the experiences or environment of the pupils. There was a scarcity of pupil activity and a lack of variety in teacher procedure. On the whole there was too

little evidence that teachers were following progressive practices taught in the teacher-training institutions or advocated in professional literature and research studies. In justice to Iowa teachers it should be said that Briggs's study² of practices of best high-school teachers, indicates that this situation is not peculiar to Iowa.

The Iowa state courses of study were designed to improve high-school teaching. Their wider use opened a way to correct some of these weaknesses. County superintendents also were anxious to make the county institutes more helpful to high-school teachers. Improvement-of-instruction funds were available for this purpose. Thus there were possibilities of organizing a state-wide project for the improvement of high-school teaching.

The demonstration technique has been used effectively in improving teaching in the elementary grades, but it apparently has been applied little on the high-school level. It appeared to have possibilities, and a plan was conceived in the winter of 1935-36 by which it would be tried in a limited way in five or six counties in northern Iowa. At that time high-school teachers from three to five counties were invited to a center, and a demonstration about two hours in length was given either in American history or science. Pupils from the schools where the meetings were held were used in the demonstration. A round-table discussion followed immediately after the demonstration. The unit method of organization and a laboratory type of class period were illustrated. Particular emphasis was placed upon procedures, pupil activities, and organization of subject matter. These conferences were held on school days, and the attendance was purely voluntary.

The Experimental Meetings

These experimental meetings met with almost unanimous approval of teachers and superintendents who attended. However, there were obvious difficulties: In the first place, because the demonstrations were held when schools were in session, it was not possible to get a representative attendance. The severe weather of the winter of 1935-36 also prevented good attendance. Then, since only one subject was demonstrated at each center, it would take too long to make an appreciable contribution to the improvement of the subjects of instruction in the high schools. However, the experiment showed that the demonstration-round-table type of professional meeting had good possibilities, and the interest and apparent results of this project encouraged us to promote the plan on a larger scale

and in such a way as to correct the difficulties and weaknesses encountered.

In the summer of 1936 a plan was devised for promoting more comprehensive demonstration programs. It provided for the organization of forty-six counties in northern Iowa into units of from four to six counties each. A school was selected in each area, which was centrally located and had the facilities to accommodate about three hundred teachers. It was proposed to have demonstrations in five different subjects: English composition, literature, science, mathematics, and social science. The demonstrations were to run for two hours in the morning and were to be followed by round-table discussions in the afternoon. The conferences were to be financed by the county superintendents through their improvement-of-instruction funds. This program was proposed as a substitute for the old county institutes. The county superintendents had the privilege of accepting or rejecting the plan. However, after considering it and consulting local superintendents and teachers, forty-two of the forty-six counties adopted the proposal and empowered the regional supervisors in the state department to proceed with arrangements.

In carrying out the plans, several difficulties developed. In the first place, most county and local superintendents wanted the meetings held as early in the year as possible, in order to avoid later district or state meetings and the vacations at Thanksgiving and Christmas. Thus, within about a month's time, demonstrators had to be located, and instructed, publicity promoted, local schools instructed, and all arrangements completed at the schools where the demonstrations were to be held. Many of the flaws in this year's program were due to the limited time available to organize the project. The selection of the demonstrators was particularly difficult. Ultimately two different plans were evolved. In northeast Iowa the same demonstrators were used at all five centers. Some of these were critic teachers, and others regular high-school instructors. The same demonstrators were used at all meetings. In northwest Iowa, with one exception, classroom teachers were chosen for demonstrators, and a different group used at each center. In the latter case the plan was followed for two reasons. In the first instance, it could be argued that the methods demonstrated were actually being used by these teachers. In the second instance, five times as many teachers would profit by the experience, and interest in the project would accordingly be increased and spread more widely.

¹Regional Supervisor for Northwest Iowa, State Department of Public Instruction, Des Moines, Iowa.

²*School Review*, December, 1935.

The Expanded Demonstrations

The general objective of these demonstrations was to secure as nearly as possible one-hundred-per-cent attendance of the high-school teachers of northern Iowa and to lift the level of teaching throughout the area. The specific objective was to set patterns of teaching which were designed to remedy some of the present defects and to give practical, definite assistance to teachers in at least five high-school fields. In the demonstrations, the unit organization of subject matter was stressed, although not strictly adhered to in all cases. Rather, an attempt was made to illustrate a laboratory type of class period and types of pupil activities, and teacher procedures suggested, and outlined in the state courses of study. Better directed study was also stressed.

These demonstrations were held at nine centers. In the northeast area they were located at West Union, Osage, Hampton, Waterloo, and Cedar Rapids. Three of the meetings were on school days. Those at Waterloo and Cedar Rapids were on Saturdays. In northwest Iowa, Algona, Humboldt, Sheldon, and Cherokee were selected for locations. All conferences in northwest Iowa were on school days, preferably Monday. Each center included from four to six counties. Four of these conferences represented only high-school teachers, while five provided programs for those in both grades and high school. The latter practice was followed so that the schools attending could dismiss all pupils on the day when the meeting was held.

The high-school demonstrations were conducted in science, English composition, literature, mathematics, and social science. The specific subjects in these fields varied at the different centers. The number of observing teachers in each demonstration ranged from fifteen to over one hundred. The actual demonstration continued about two hours during the morning, followed in the afternoon by a round-table conference in each subject represented. At some of the centers round tables only were held also for teachers of home economics, commercial subjects, and physical training. In one instance a conference on guidance was conducted for superintendents and principals. Since the pupils of the school where each conference was located were used in the demonstrations, the pupils were strange to the demonstrators. However, in one or two cases pupils were used from the schools where the demonstrators were teaching. At one center, a speaker from the State University talked on present needs in high-school instruction, visited the demonstrations during the day, and gave a talk to the teachers as the last number on the afternoon program. In his talk he gave a summary and appraisal of the day's program.

During the two-hour period the demonstrators introduced units of work, promoted various types of pupil activities, in-

cluding discussions, floor talks, science experiments, reference work, committee projects, and supervised study. In some cases the demonstrator discussed procedures with the observing teachers while the pupils were working. This was helpful, and really necessary to hold interest while the pupils were studying or carrying on various activities. It seemed that visiting teachers did not analyze the procedures or make much effort to discover inferences or principles of broader application involved in the activities which were going on before them.

The Results Achieved

Naturally the chief questions in the mind of the reader who has read thus far are: How did the plan actually work out? Did it accomplish the purposes for which it was designed? No objective data are available to answer these questions. However, a particular effort was made to secure the opinions of teachers, superintendents, county superintendents, and demonstrators who attended or were associated with these meetings. These estimates were obtained principally from questionnaires distributed on the days of the conferences. Further information has been gathered at county-wide follow-up conferences with superintendents and by classroom visitation of regional supervisors. These opinions, comments, and observations are submitted as evidence for and against the project.

No accurate record of attendance was kept. It is estimated that around 3,000 high-school teachers were in attendance at the nine centers. Fully 95 per cent of the high-school teachers in twenty counties in northwest Iowa attended. The percentage was probably not so large in the northeast section on account of the fact that two of the conferences were on Saturday. Questionnaires were filled out by a total of about 1,500 teachers, superintendents, and county superintendents. Ninety-three per cent of these stated that the meeting was worth the time and expense involved and that they would favor a similar meeting next year. Some typical comments are submitted: "The discussions were very helpful; showed many workable ideas; the demonstration was especially effective"; "I liked the method used, and feel that I benefited from the demonstration and suggestions from other teachers"; "Very helpful, very practical, a fine plan"; "I think a conference of this kind is more valuable than hearing speeches"; "Physics teaching in the section should be much improved"; "The program presented was a fine piece of work"; "We have had so much of the inspirational type of meetings that the demonstration type of institute is a very welcome and very profitable change"; "Would prefer that the time given to county institutes be given entirely to demonstration work"; "Good teacher-pupil relationship; interest stimulation very good"; "Best county institute I have yet attended"; "Received more 'helps' from

this meeting than any type of teachers' meeting I ever attended."

Following are some comments from county superintendents: "I believe it is the most satisfactory high-school institute we ever had"; "In spite of some frank criticisms and suggestions, the superintendents in my county were unanimous in stating that their teachers derived more benefit from this type of institute than the old type"; "On the whole, very helpful, more so than the old type"; "The demonstration meeting was a decided success and, so far as I know, most of the teachers reacted favorably to it"; "My reaction to this meeting was very good and the reports from my teachers were likewise very good. They tell me they carried away from this meeting very usable ideas and materials, and I find in quite a few instances that they are putting these ideas and materials into practice"; "Decidedly a success—receive more for our money under this plan than any other plan that I know of."

The demonstrators were probably most enthusiastic for this program. This may be due to the fact that, since they were already using the methods advocated, they were in sympathy with the plan, and also because they considered it an honor to be asked to illustrate these methods before such large groups of teachers. Following are some comments made by these teachers: "There is no doubt in my mind or in the minds of any others to whom I talked as to the value of the demonstrations over the old style teachers' convention"; "Our entire faculty thought the demonstrations valuable"; "I am convinced that this type of meeting strikes the happy medium—inspirational talks plus classroom work. Teachers who come with an open mind cannot help benefiting from every session"; "We had very few teachers who did not appreciate the program. In fact, most of them stated that they received considerably more from the day than they did at the state meeting"; "This type of program is very definitely a step in the right direction."

The Test of Practice

The final test of value of a professional meeting is the extent to which the ideas secured are put into practice. No comprehensive check has been made of this phase of the project. However, two things have been done: During the year, the regional supervisors have made an effort to visit as many classes as possible and to look for evidences of improved teaching that might be attributed to the demonstrations. In this respect, results have not been particularly encouraging. In most cases there has been little of a carry-over into classroom teaching. However, there are some encouraging signs. A number of teachers have stated that they have started to use the unit method of teaching. In some schools, through the influence of the superintendent, all high-school teachers are organizing their courses on the unit basis.

In others, one or more of the teachers are starting in a small way to depart from the traditional classroom procedures and subject-matter organization. In some counties follow-up meetings have been held with schoolmasters' clubs and teachers. These were mainly for the purpose of clarifying and further emphasizing the objectives of the demonstrations. Discussion in these meetings has indicated that the demonstrations are affecting actual teaching. In the main, however, the evidence from various sources leads one to conclude that improvement in teaching methods comes about slowly and that too much progress cannot be expected in one year. Hence, the need of a continued drive.

Some Constructive Suggestions

Some favorable comments on this program have been quoted. Criticisms and constructive suggestions were also sought on the questionnaires submitted at the meetings. Many were received. The most common and persistent are presented in summary form.

1. Demonstrations should be shorter so that more subjects could be represented. Many teachers suggested a demonstration of about one hour in each subject and an increase in subjects to include music, commercial subjects, normal training, etc. County superintendents and superintendents also preferred that a program for grade teachers be provided on the same day. This would make it possible to dismiss the entire school for the day.

2. The groups should be smaller. In most cases there was such a large number of teachers that they could not clearly hear or carefully observe what was being done by pupils and demonstrators. It was suggested that three or four counties would be a better-sized unit. In too many cases the rooms were not adapted to demonstration purposes for such a large group.

3. It was thought by many teachers and demonstrators that a more natural situation would prevail and a better response be secured if the pupils were from the demonstrators' own classes. This plan was tried in one case and proved to be quite successful. Of course, the chief argument against such a procedure is that the demonstration is likely to be too much of a rehearsed performance. However, if the demonstrations were shortened to one hour, it would be necessary to have previous study and preparation in order to accomplish much in that short time.

4. It was suggested that the round tables could be improved by limiting the discussion to special problems and by assigning them to individuals and having preparation made before the day of the meeting; that is, a panel style of discussion. This would avoid argument about nonessentials, and would result in more teacher participation and better interest during the discussion period.

5. It was agreed that the success of the plan depends principally upon the demonstrator. For that reason great care should be used to select outstanding teachers who could demonstrate procedures that are practical and adaptable especially to conditions in the average small school.

6. Many teachers preferred at least one outstanding lecture of the inspirational type along with the demonstration program. To this extent, they were still in favor of the traditional type of teachers' institute.

The replies on the questionnaires of some 1,500 teachers and superintendents indicated that about 93 per cent were in favor of meetings of the demonstration type next year.

The Program for 1937-1938

To develop plans as early as possible and to secure further suggestions and co-operation on the part of superintendents and county superintendents, a series of conferences were held with these groups during March and April. At these conferences a program was proposed that seeks to remedy the weaknesses of last year's plan and to incorporate suggestions from different sources. By June 1 about forty of the forty-six counties in northern Iowa had indicated a desire to co-operate in the program. In northeast Iowa the Northeast District of the Iowa State Teachers' Association will co-operate with the county superintendents in sponsoring and financing the meetings. The counties in that section will be grouped into six areas of about three counties each. The program will include grade and high-school teachers. There will be lectures and demonstrations for both groups. The high-school demonstrations will include units in English literature, algebra, general science, world history, and commercial geography. The town grade schools will be separated into primary, intermediate, and upper-grade divisions. Demonstrations will be given in upper-grade history, with emphasis upon work-type reading, and primary-grade reading. The rural schools will be separated into primary, and intermediate, and upper-grade divisions. In the upper division a plan for supervised study in history will be demonstrated. In the other division of the rural schools primary reading will be the problem. These demonstrations will continue for two hours each. In the afternoon, panel discussions will be held for each group. Teachers will discuss specific problems relating to each of these subjects. A lecture of the inspirational type will be given for all teachers in the morning, and

one each for the elementary- and high-school groups in the afternoon.

The program in northwest Iowa will be different in some respects. The meetings will be financed by the county superintendents out of improvement-of-instruction funds. The units will include three counties each. There will be demonstrations in ten different high-school subjects. Five of the demonstrations will be held for one hour each in the morning, followed by panel discussions of one hour. A similar program of demonstrations in five other subjects and panel discussions will be held in the afternoon. No rural schools will be included, but demonstrations will be provided for each of the primary, intermediate, and upper-grade groups of teachers in town schools. Enrichment of the curriculum through activities and improved materials will be stressed in the primary group. Development of basic study skills through the reading classes, carrying these skills over into content subjects, and the use of enriched reading materials will be emphasized in the intermediate and upper grades. A nationally known speaker will be secured to lecture on the unit method in high school.

In both of these areas the meetings will be held in a series so that speakers and demonstrators may be used in more than one place. However, in northwest Iowa an effort will be made to locate enough regular classroom teachers as demonstrators so that as large a number of teachers as possible may profit by the experience. The conferences will start about the middle of September and continue for about two weeks. They will all be held on school days.

Some Conclusions

1. Experience with demonstrations in nine conferences including forty-six counties in Iowa indicates that this technique can be used effectively to improve instruction on the high-school level.

2. Judging from comments of many teachers, superintendents and county superintendents in northern Iowa, the demonstration type of program is preferred to the traditional type of county institute.

3. Ability of the demonstrator and size of the observing group are factors which enter vitally into the success of the demonstrations. The fact that the demonstrator usually uses strange pupils is a handicap.

4. A large number of teachers in northern Iowa preferred that a lecture of the inspirational type be included with the demonstration program.

5. Following the demonstration, the panel type of discussion, where preparation is made on specific problems in the teaching of a subject, is preferable to a general round-table discussion.

6. There was considerable sentiment in favor of a demonstration of less than two hours, with more subjects represented. Teachers of home economics, manual training, and commercial subjects were the most insistent upon this improvement.

THE FORGOTTEN BOY (AND HIS BICYCLE)



The Forgotten Boy. Give him a chance.
— Chicago News.

Improved Methods of Selecting Equipment and Supplies

R. W. Hibbert*

Improvement of instruction through the efficient selection and use of equipment and supplies is a phase of educational procedure not often systematically considered, even though both supervisory and administrative divisions of a school system are vitally concerned.

It is important at the outset of this discussion to know the unit supply costs per pupil in average daily attendance. In most cities, it is almost impossible to determine the amount of money to be requested for supplies in the annual budget, unless accurate data properly classified are kept concerning the cost of supplies of various types.

"Were adequate accounting made of these items, it would undoubtedly bring about a readjustment of supply purchases and increase the total purchases of supplies. At the present time many subjects receive no supplies, other subjects fail of full effectiveness because administrators do not realize how inadequately these subjects are being financed in the way of supplies, and still other subjects have a per-capita expenditure for supplies in excess of that warranted."¹

It is reported that for New York City the average cost for the thousands of lines of supplies, books, apparatus, typewriters, mimeographs, microscopes, etc., is less than a cent per child per day, for all that is given them in the elementary schools, and less than 2½ cents per pupil per day for high-school pupils. "When costs are kept down to these levels, there is neither waste nor extravagance in either purchase or distribution."² Many of our cities in which supplies are furnished to pupils have succeeded in keeping pace with curriculum demands by expending less than this amount.

One city reports supplies for elementary-school pupils at an average cost of 87 cents per pupil per year based on an eight-year average, as indicated in Table I.

TABLE I. Average Cost Per Pupil
Elementary Classroom Supplies

Year	Cost
1929-30	\$ 1.34
1930-31	1.21
1931-32	.98
1932-33	.68
1933-34	.70
1934-35	.67
1935-36	.65
1936-37	.76

*Director, Books, Supplies, and Equipment, Department of Instruction, St. Louis, Mo., Schools.

¹C. J. Anderson and John Guy Fowlkes, "The Selection, Purchase, and Distribution of School Supplies," *AMERICAN SCHOOL BOARD JOURNAL*, July, 1928, p. 50.

²Patrick C. Jones, "The Purchase of School Supplies," *School Executives Magazine*, September, 1933, p. 7.

Many school systems, however, have apparently considered even this amount too great an expenditure; or perhaps, they have not even considered the possibility that more efficient instruction may be the result of the availability of better supplies.

The following may be considered the six issues upon which the question of the possibility of improved methods of selecting equipment and supplies may be based:

1. Determination of relation of selection of equipment and supplies to the aims of education.
2. Determination of responsibility for selection.
3. Determination of the particular equipment and supplies needed.
4. Determination of the importance of the job analysis in the procedure of selection.
5. Determination of the characteristics of written specifications.
6. Determination of the quantity of equipment and supplies necessary per unit.

These issues apply most aptly to all school systems. The size or type of the field in which the reader as a school administrator works is not a factor. Regardless of his school assignment, when he faces the supply problem the administrator must face these issues.

When we consider these issues analytically we note that the first three concern themselves with the question: What items of equipment or supplies should a school be permitted to request for purchase?

The last three may be directly applied to the question: From whom shall the various items of equipment and supplies be purchased?

I wish, therefore, to direct your attention to a consideration of these two main questions as my major theme.

What Items of Equipment or Supplies Should a School be Permitted to Request for Purchase?

I. Determination of relation of selection of equipment and supplies to the aims of education.

A. In what ways do educational aims influence the selection of equipment and supplies?

Selection of equipment and supplies

must first of all be made with a definite consideration of educational aims. Materials furnished or available must be of that type and quantity which will permit these aims to be fulfilled. As a criteria for evaluating scope we may accent the following:

1. Provision should be made for the consecutive, cumulative movement of children through the curriculum.
2. Freedom should be allowed for the teacher to organize instruction around purposeful experiences of children of varying capacities and abilities.
3. The individual should be orientated to the aspects of the social life in which he must participate.
4. A core around which materials from the various subjects may be organized should be provided for the entire period of school attendance.³

In some subjects the "what to buy" can well be determined through the analysis of the textbook used. This is particularly true in the field of science apparatus. An analysis of the laboratory manual will be a fair guide as to what equipment is required.

The subject of woodworking has been analyzed and found to be the resultant of approximately one hundred teaching units, each of these requiring definite equipment.

The quota problem as it affects educational aims, also affects selection. Economic questions enter into selection and financial ability to supply needs may make it necessary to suggest that a preferential classification of requests be made: Urgent — Necessary — Desirable.

II. Determination of responsibility for selection.

A. Should the responsibility for selection of equipment and supplies be delegated to one person or more than one person?

In order to answer the question, "Who actually selects educational supplies?" a recent survey was made.⁴ Educational supplies were placed in one class and all other supplies were placed in the other class. The question as to who actually selects educational supplies will be considered first. In answer to this question,

TABLE II. Who Selects Educational Supplies

Selected by	Classification of Systems				Total
	Group I	Group II	Group III	Group IV	
Superintendent of Schools	5	6	5	4	20
Superintendent of Schools and Others	8	11	24	6	49
Director of Supplies and Others	14	1	1	1	17
Secretary	2	1	1	2	6
School Principal	0	1	0	4	5
Department Head	2	3	1	1	7
Total	31	23	32	18	104

Key to Table II

- Group I — Enrollment over 25,000 pupils
Group II — Enrollment 24,999 — 10,000 pupils
Group III — Enrollment 9,999 — 5,000 pupils
Group IV — Enrollment less than 4,999 pupils

³Hollis L. Caswell and Doak S. Campbell, *Curriculum Development*, American Book Company, 1935, pp. 184-187.

⁴Bulletin No. 1, N.A.P.S.B.O., "Selection, Purchase, Storage and Distribution of Supplies," 1932, p. 11.

Table II gives the replies from 104 systems, ranging in school enrollment from over 1,000,000 pupils to less than 2,500 pupils.

Out of 104 school systems reporting, twenty, or nearly one fifth, indicated that the superintendent of schools selects educational supplies. The size of the system does not seem to make much difference in the extent to which the superintendent of schools performs this function. In 49 systems the superintendent of schools and others make the selection. In 17 systems it devolves upon the director of supplies and others, and this applies almost entirely to systems in Group I.

The trends of practice in the selection of all other supplies are not as marked as the trends in the selection of educational supplies.

Carpenter⁸ has outlined the responsibility of the superintendent and the principal with respect to equipment and supplies as follows:

The superintendent shall prepare an annual inventory of equipment and supplies on hand and estimate needs for the next school year. (Standardized supply lists should be developed. Secure the co-operation of staff in the selection of supplies.) He shall purchase supplies, subject to the usual budgetary procedure.

The principal shall, with the help of his staff, prepare an annual inventory of equipment and supplies on hand and estimate needs for the next school year. He shall utilize every member of the staff in the selection of supplies.

From a study⁹ of the two questions, "Who should select educational supplies?" and "Who should select all other supplies and equipment?" the following conclusions are drawn:

Insofar as it is possible regardless of title or official capacity the person in the school system who has the best scientific knowledge and understanding of the quality, utility, service, and cost of a supply or a piece of equipment, should be the person to whom that duty should be assigned.

It must not be concluded that because a person is well qualified to select one kind of supply or equipment that he is equally well qualified to select any and all kinds of supplies and equipment.

There is need both for general and special technical training for those who are to engage in supply and equipment selection.

Generally speaking, selection should be based on quality, utility, service, and cost.

Whenever practical, the specific quality, utility, service, and cost of a supply or a piece of equipment should be determined, objectively, through actual experimentation in which the article tested is put into actual use.

III. Determination of the particular equipment and supplies needed.

A. On the basis of what criteria should equipment and supplies be selected?

Before an administrator can definitely decide as to what a school may request for purchase, he must set up a standard or criteria of selection.

According to Funk and Wagnall's *New Standard Dictionary*, a criterion is a standard by which to determine the correctness of a judgment or conclusion.

Writers of a recent article on this question say: "Careful studies should be made



Vacation's End. — Photograph by Philip Gendreau.

of the needs in the classroom for general supplies and for the special supplies used in art, home economics, etc., so that the person preparing the supply list for bids will not be compelled to depend for his basic list upon the preferences of individual teachers. The average classroom teacher has not sufficient information to determine the best materials even for the subjects which she is teaching. There is need for careful scientific investigation here."⁷

For the determination of what supplies should be available, the following criteria might serve:

1. Curriculum needs
To make possible advocated procedures
2. Varied method of presentation for:
 - a) emphasis
 - b) local conditions
 - c) fixing mental through physical manipulations
3. Replacement of older method for:
 - a) simplification
 - b) clearer demonstration adaptability
 - c) ease of manipulation
 - d) development of broader application
4. Economic or budgetary possibilities
5. Standardized needs, including simplified practice

With some definite criteria of selection established, the laying of a foundation of procedure may be more easily accomplished.

B. How shall administrators determine which requests for materials should be approved for purchase?

Methods⁸ used in purchasing school supplies and equipment are probably as varied as are schools. In many schools no serious consideration is given this most important problem. It is evident, however, that it is as essential to apply good business methods to school purchases as it is to apply modern purchasing methods to private business. It is estimated that in excess of \$100,000,000 is spent annually for school supplies and equipment.⁹

By careful purchasing methods, costs for any given school system may often be materially reduced without any sacrifice in quality, serviceability, or quantity.¹⁰

Standardization¹¹ makes it possible to buy larger quantities of a single item, and quantity purchase means reduction in cost. The supply room can stock one line of pencils or paint more economically than it can buy and handle a dozen different brands. This statement applies with just as much force to practically all other items of school supply.

The economies¹² which are effected in the industrial field through improved methods of production, and more efficient ways of distribution, unquestionably have a bearing upon the modern school plant.

⁸R. W. Hibbert, "Purchasing of School Supplies and Equipment," *AMERICAN SCHOOL BOARD JOURNAL*, September, 1935, p. 42.

⁹Editor's Note, *AMERICAN SCHOOL BOARD JOURNAL*, July, 1931, p. 76.

¹⁰R. W. Hibbert, *op. cit.*, p. 42.

¹¹C. V. Kelly, *op. cit.*, p. 43.

¹²Editorial, "The Standardization of Supplies and Equipment," *AMERICAN SCHOOL BOARD JOURNAL*, August, 1926, p. 68.

⁷W. W. Carpenter and A. G. Capps, "Suggested Division of Responsibility between the Board of Education, the Superintendent of Schools, and the Principals."

⁸Bulletin No. 1, N.A.P.S.B.O., *op. cit.*, p. 12.

⁷C. J. Anderson and John Guy Fowlkes, *op. cit.*, p. 50.

The many articles of manufacture which find their way into the schoolhouse embody that mechanical genius which is designed to render them more utilitarian and serviceable.

The economies here effected may seem to concern the producer only, but it also follows that economies in production must, in the last analysis, also mean economy to the consumer. The competitive factor will take care of that. The man who buys the things that go into and about a schoolhouse will readily appreciate the advantage of dealing with a lesser variety of sizes, qualities, and colors. He is a believer in simplified practices. It spells economy and efficiency.

It is, therefore, recommended that each school system, regardless of size, have a standardized list of equipment and supplies, indicating which is available per subject, per year, and this list should be subject to annual revision.

The answer to the question, "What items of supplies or equipment should a school be permitted to request for purchase?" will then assume a limitation of requests and such a limitation may be termed "A standard list of authorized supplies." To be constructively organized and systematically arranged, this should include:

1. An alphabetical list of articles authorized for use per subject per year.
2. A purchasing department catalog number of each item, prefaced with a key letter or insignia indicating method of requisitioning, i.e.,
 - a) Annual purchase
 - b) Central depository delivery
 - c) A "buy out" purchase
3. The name of the article authorized for use, designated in accordance with a prearranged editing plan.
4. Such explanation as may be necessary to clearly designate the type of material to be supplied (description or manufacturers' catalog reference).

It is suggested that the question of a standard supply list be considered from the following viewpoints:

- a) Controlled regulation of available equipment and supplies
- b) Systematic purchasing
- c) Flexibility of acceptable specifications
- d) The permitting of justly established quotas
- e) Ability to effect a yearly control of items available for use and distribution

Controlled regulation of available equipment and supplies. It has been my good fortune to have devoted several years to the production of a standard list of supplies for grades one to twelve inclusive. An analysis of this work leads me to suggest for your consideration a method of procedure:

1. It is first proposed that, under a centralizing agency, committees of classroom teachers be appointed, assigned to preparing per subject, per grade, lists of equipment and supplies required to fit the needs, in an ideal way, of the curriculum requirements of their assignment.
2. Items included in these lists should then be subjected to classification so that they fit into any editing plan previously agreed upon by the centralizing agency.
3. With the editing clarification complete, it is suggested that the lists as prepared by teachers be reviewed and revised by committees of principals; these committees appointed to represent school division groups and their assigned respon-

sibility being that of orientation, and removal of unneeded, unjustifiable or extravagant items. The corrections, limitations, and additions of these groups to be again reviewed and edited by the central agency.

4. A consideration, at this time, is advised of classifying the items finally approved as a part of each list, into groups, to determine their relative urgency and ranking the items within each group as to their relative importance in the group.

5. At this stage in the organization, a conference with the purchasing department is urged to determine first, if items ranking high as urgently needed can be purchased as suggested; and second, to determine whether the editing plan should be modified or changed.

6. The actual compiling of the standard list will then be made up to fit local needs based upon local economical and educational conditions. It should ever be borne in mind, however, that: Selection and expenditure should be in accordance with budgetary provisions. Items included in the less urgent groups can then be added to the available list as opportunity permits.

The standard supply list permits of systematic purchasing as with it, individual wants are classified according to common needs. Common needs permit of uniform specifications and uniform specifications constitute the gateway to systematic purchasing.

In many cities equipment and supplies are purchased under the rules of the board of education on an annual competitive bid basis. The planning, estimating, sampling, selecting of samples, awarding of contracts and placing of orders for contracts awarded entails, as you well know, an amount of work which if allowed to accumulate unrestrained, might build up an enormous machine of details which would be unwarranted and unnecessary, and whose cost would be so tremendous that the very basis and object of the competitive bid system would be destroyed. It, therefore, becomes evident that standardization is not only desirable but absolutely necessary.

A purchasing department catalog to accompany the standard alphabetical lists should be provided. It should include:

1. A numerical arrangement of items in accordance with catalog numbers.
2. The same purchasing department catalog numbers to be used in the alphabetical list.
3. The same editing plan used for the name of the article as in the alphabetical list.
4. Detailed manufacturer's reference given, including a manufacturer's catalog number and details as to size, color, shape and any special features.

A file of master specification cards should be available for ready reference and this is to be kept strictly up to date. Any changes in specifications or manufacturer's catalog reference, which may be recommended by teachers, principals, or supervisors, and given approval, should be promptly made on these specification cards. In many cases, manufacturers or vendors make changes in the type or style of article they manufacture; any such changes should also be promptly entered on the specification card.

Mullen¹³ has cited the following conclusions regarding the purchase of supplies and equipment which apply directly to this discussion:

¹³J. S. Mullen, "School Supplies — Their Purchase and Distribution," *AMERICAN SCHOOL BOARD JOURNAL*, July, 1928, p. 162.

1. Cities should standardize the list of supplies which they purchase. These standards should be expressed in terms of

- a) Items of supplies furnished
- b) Unit quantities furnished per pupil, per room, etc.
- c) Quality of supplies purchased

2. The person preparing the supply list should have definite knowledge of modern trends of education.

3. The whims of individuals should not be permitted to increase the multiplicity of items of supplies furnished the school. Acceptable standards both as to size and quality should be established and adhered to.

4. Annual estimates of supplies needed should be prepared by the proper official each year, in order that supplies may be delivered when they can be most readily cared for, and in order that supply companies may estimate their own needs.

5. When possible, the supply order for the entire year should be placed at one time. Costs of supplies increase with small shipments.

6. In every city accurate cost data for each item and type of supplies should be kept. Such data, together with information on pupil and room allotment, will make possible placing in the annual budget an amount adequate for the supply needs of the school system.

7. The tremendous range of cost data secured, points to the need of a careful study of this factor. Many schools are not furnishing a sufficient amount of supplies to their pupils. Other schools are wasting supplies. The practice of setting up a lump sum for supplies is indefensible as a budgetary procedure and negligent of the needs of pupils and teachers.

8. Simple, yet comprehensive, account systems for supplies should be devised.

9. A complete check of responsibility for supplies should be worked out. This involves the superintendent, purchasing agent, the truck driver, the checker, the school principal, the janitor and the teacher. Hoarding of supplies by teachers and janitors should be prevented.

From Whom Shall the Various Items of Equipment and Supplies be Purchased

I. Determination of the importance of job analysis in selection.

A. What is the nature of the job to be analyzed or on the basis of what criteria should equipment and supplies be purchased?

In answering this thought, the major question is not that each of us necessarily use the same criteria in the selection of supplies, but that supplies are selected upon some definite pre-established basis, rather than merely purchased.

Heilbron¹⁴ says: "The success or failure of the purchasing officer may not depend upon his adherence to the criteria presented, but certainly he will succeed to a far greater degree if he sets up for himself some definite standards by which he may measure and weigh values. He will have the reward of his own satisfaction in results he will inevitably attain and will have the assurance that he has contributed something of permanent value to the whole educational program." He has also outlined the criteria of selection as follows:

1. **Economy:** The lowest cost consistent with quality and utilization.
2. **Quality:** Equipment which in its materials, construction, and workmanship, gives evidence of strength and durability.
3. **Utilization:** The value of equipment with reference to its particular use in which the cost

¹⁴Richard Heilbron, "Selecting School Equipment," *School Executives Magazine*, May, 1932, p. 390.

(Continued on page 100)

A Century of Progress in Schoolroom Planning

F. R. Noffsinger

Classrooms and Wardrobes

The early log schoolhouses were very simply arranged on the interior. The entrance door occupied one end of the room, a fireplace the other, and around the walls were the seats for the pupils. Generally the floor was the natural earth or a layer of clay packed down hard.¹ Sometimes logs were split and hewed and laid with the smooth side up to form what was called a floor of puncheon. Sometimes loose boards were laid on the ground for a floor.² The inside walls were treated in the same manner as those on the outside, chinked and daubed with clay mixed with straw. The ceiling, when there was such a luxury, was made of clapboards or poles stretched from joist to joist and covered on the upper side with clay in order to keep out the cold.³ Sometimes a depression near the chimney furnished room for half the coats and lunches while the remainder were piled in a corner on the floor.⁴ Sometimes "at the end of the hearth a piece of mother earth was left without a floor, to afford the writers a place to stick their goose quills to make them of uniform pliability."⁵ A log house with a tight board floor was considered "far in advance of the times," as late as 1806.⁶ For hanging up the clothing of the children wooden pegs were driven into the log walls.⁷ Wardrobes were not included in the building erected at Chicopee, Massachusetts, in 1840,⁸ considered for several years a model building. Wooden pegs placed in the wall all around the room served instead of wardrobes.

Perhaps the first crude blackboards were devised and used by William A. Alcott in 1822.⁹ A large piece of slate was either held up before the class or suspended on a nail where all could see it. By 1841 blackboards were somewhat more common, and Josiah Bumstead published a little booklet¹⁰ in which he indicated how teachers

might make use of blackboards in instruction, and stated that "the inventor or introducer of the blackboard system deserves to be ranked among the best contributors to learning and science, if not among the greatest benefactors of mankind; and so he will be regarded by all who know its merits, and are familiar with schoolroom trials."

Size of Rooms

The size of the early classrooms was very small. One of the early buildings was a square 19½ by 19½ ft., and was fitted to accommodate 90 pupils.¹¹ Of 20 buildings erected in the period previous to 1830 for which descriptions were found the median size was 18 by 20 ft. with a height of 7 ft. The smallest room was 10 by 12 ft., 6½ ft. high, built in Perry County, Pennsylvania.¹² The rooms during the decade from 1830 to 1840 were considerably larger. Of nine rooms found described, the median size was 24 by 30 ft. and 7 ft. high. The model building presented by Potter and Emerson in 1842¹³ was 38 by 25 ft., 10 ft. high and designed for 56 pupils. An entry 7½ by 10 ft. was used as a cloakroom. Closets placed in the wall back of the teacher's desk were provided for books, apparatus, and collections. The doors of these closets were painted black to be used as blackboards. A large movable blackboard was recommended to serve also as a partition to divide off a small recitation room. The Rhode Island school report for 1845¹⁴ revealed that, of 312 schoolrooms investigated, over 200 were less than 8 ft. high.

Some of the early eastern city schools followed the English plan of elevating the part of the schoolroom floor occupied by the pupils. Mann, in 1837¹⁵ preferred a level floor, for, he stated, greater air space and more equable temperature could thus be procured. The use of brick for floors in schoolrooms was thought to be dangerous because of the dust arising from them, according to Woods in an 1837 article in the *Western Academician*.¹⁶ The primary-school buildings of Providence, Rhode

Island¹⁷ had a floor of 1½-inch tongued-and-grooved plank which "for the purpose of securing warmth and firmness, and avoiding noise," was laid on cement.

The *District School Journal* in 1845¹⁸ suggested a new type of blackboard, one made by mixing lampblack with alcohol or sour beer and placing this mixture in the plastering where the blackboard was desired. It was claimed that such a blackboard was better than painted board because it was noiseless, erased easily, produced no reflection, and was cheaper.

The Quincy School, erected in Boston in 1847,¹⁹ was the first to have a room for each teacher and cloakrooms for each room. The twelve schoolrooms in the building were 31½ by 26½ ft. and 13 ft. high with provisions for 63 pupils to the room. Composition blackboards 3½ ft. wide and placed 2 ft. from the floor were provided in each room. The rooms were skirted up as high as the window stools with narrow, beaded, matched lining, and "narrow, hard pine clear boards, perfectly pointed and thoroughly nailed," were used for flooring. In the cloakrooms hooks were placed on strips of pine nailed to the wall.

A Middle-West Building

Of course, it must be remembered that the Quincy building was in Boston where a thorough study of schoolhousing had been made, and this building represented the finest in schoolhouse construction in America. Provisions were far from being so elaborate in schools of rural and village districts. The Indiana school report for 1852²⁰ described as follows the average Indiana rural school:

The house itself is a little, square cabin with a rickety door with broken hinges, which not allowing it to be moved either direction, keeps it constantly half open upon the mudhole without. The windows long and narrow, placed wherever chance might suggest, without regard to the distribution of light, with half the panes broken out—curtainless and shutterless. The floor of puncheons loose, uneven, with many and large holes interspersed, somewhat resembling in surface our corduroy roads, and forming a fine substitute for the rack or stocks of our ancestors. The half-filled crevices, the gaping door, the broken window and open floor, admit air on every side, which rushing through the room and up the huge chimney, rendering the house a fitting temple of the winds, while the sievelike roof affords many a shower bath, and is the only means ever used to clean the house.

The following principles were set up by

¹Willard, Samuel, "Brief History of Early Education in Illinois," *Fifteenth Biennial Report of the Superintendent of Public Instruction of the State of Illinois, 1882-1884*, pp. C-CII. R. H. Rokker, Springfield, 1884.

²*Barnard's Journal of Education*, "State of Education in Georgia, Prior to 1800," 16:122, March, 1866.

³State of Pennsylvania, *Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending June 5, 1882*, pp. 102-3. Lane S. Hart, Harrisburg, 1878.

⁴*Ibid.*, p. 461.

⁵*Barnard's Journal of Education*, "Schools as They Were Sixty Years Ago," 16:130, March, 1866.

⁶State of Pennsylvania, *op. cit.*, pp. 300-1.

⁷*Ibid.*, p. 573.

⁸*Ibid.*, p. 367.

⁹Gardner, E. C., "School-House Architecture," *New England Journal of Education*, 3:206, April 29, 1876.

¹⁰*American Journal of Education*, "Dr. William A. Alcott," 4:635, March, 1858.

¹¹Bumstead, Josiah F., *The Blackboard in the Primary School*, Perkins and Marvin, Boston, 1841. 71 pp.

¹²State of Pennsylvania, *op. cit.*, p. 616.

¹³*Ibid.*, p. 461.

¹⁴Potter, Alonzo, and Emerson, George B., *The School and the Schoolmaster*, pp. 526-52. Harper and Brothers, New York, 1842.

¹⁵Barnard, Henry, *School Architecture*, p. 38. Charles B. Norton, New York, 1854.

¹⁶Mann, Horace, "Supplementary Report on the Subject of School-Houses," *Life and Works of Horace Mann* (edited by Mrs. Mary Mann), Vol. 2, pp. 433-89. Lee and Shepard, Boston, 1891.

¹⁷Woods, William, "Remarks on the Preservation of Health Among the Inmates of Schools and Colleges," *The Western Academician and Journal of Education and Science*, 1:223, April, 1837.

¹⁸Barnard, Henry, *op. cit.*, pp. 142-59.

¹⁹*District School Journal*, "The Plaster Blackboard," 6:129, October, 1845.

²⁰Barnard, Henry, *op. cit.*, pp. 202-9.

²¹State of Indiana, "School Houses," *First Annual Report of the Superintendent of Public Instruction for the State of Indiana to the General Assembly*, p. 297. J. P. Chapman, Indianapolis, 1852.

the Indiana superintendent to aid in improving schoolhouse conditions:

The house should contain a schoolroom ample enough in its dimensions to accommodate comfortably all the scholars that may attend; a separate entry and anteroom for each sex, and such recitation and other rooms as the size and character of the school may demand. The school room should contain floor space sufficient to allow the scholars to pass to and from their seats without disturbing their fellows, and to furnish them with comfortable seats; and should be of a height which will afford to the school a sufficient quantity of air. For interior decorating, the Indiana superintendent recommended a plan which apparently had a rather wide following. He advised trustees to adorn the walls "with figures of astronomical and other symbols, such as diagrams of the points of the compass, the signs of the zodiac, the solar and stellar system.

Instead of having one large room, with two or more classrooms in connection on each floor, the North-East Grammar School of Philadelphia, erected in 1852,²¹ had each story divided into four apartments, "of suitable size to accommodate the number of pupils assigned to one teacher, with movable glass partitions. By this arrangement, the principal can have a full view of all the pupils and assistants on the same floor, while each division is protected from annoyances or interruption from the exercises of the other. By removing the glazed partitions—one half of which is admitted into the wainscoting below, and the other into the wainscoting above—the several apartments are thrown into one, and the whole school is then within the hearing and voice of the principal." Other buildings in Philadelphia followed this same general plan.

Monitorial Rooms Were Long

The schoolrooms of New York City and a few other places where the monitorial system was in use were particularly adapted to the system, being very large and narrow for their length and "constructed and furnished in reference to simultaneous exercises of the whole school, to oral instruction with visible illustrations, and to physical movements of various kinds."²² School No. 17 had one room, 68 by 39 ft., on each floor, with a sliding partition dividing the room into two parts. Other buildings of the New York type described by Barnard²³ had similar arrangements.

Barnard's general principles on school architecture, presented in 1854²⁴ included the statement that there should be "separate entrances to the schoolroom for each sex; each entrance distinct from the front door, and fitted up with scraper, mats, and old broom for the feet; with hooks, shelves, etc., for hats, overcoats, overshoes, and umbrellas, with sink, pump, basin and towels, and with brooms and duster, and all the means and appliances necessary to secure habits of order, neatness and cleanliness." Barnard also recommended "at least

one spare room for recitation, library, and other uses, to every schoolroom, no matter how small the school may be." Blackboards should extend entirely around the room, according to Barnard, and be placed about 2 ft. from the floor and extending upward from 3 to 5½ ft. A chalk trough 2 in. wide and 2 in. deep should be attached to the lower edge of the blackboard.

What was considered ideal arrangements for entry and cloakrooms were installed in the Hartford, Connecticut, high-school building erected in 1854:²⁵

Ranges of hooks for hats, coats, bonnets, cloaks, etc., extend around the rooms, and are numbered to correspond with the number of pupils, of each sex, which the capacity of the house will accommodate. In the girls' room, pairs of small iron hooks are placed directly beneath the bonnet hooks, and twelve inches from the floor, for holding the overshoes. In the boys' room, boot-jacks are provided to facilitate the exchange of boots for slippers when they enter the building—an important article, and of which no one in this department of the school is destitute. A thin plank, moderately inclined by hollowing the upper side, is placed upon the floor, and extends around the walls of the room, to receive the boots and convey the melted ice and snow from them, by a pipe, beneath the floor. A large umbrella stand is furnished in each of the two entrance rooms, also with pipes for conveying away the water. Stools are secured to the floors for convenience in exchanging boots, shoes, etc.

The shape of the schoolroom was first discussed by Burrowes in 1855.²⁶ Some rooms were a perfect square, others had a length a third or a fourth greater than the width. Burrowes preferred a room whose width was one fourth less than the length, and with the teacher's desk placed at one end instead of at the middle of the long side of the room as was sometimes done.

By 1857 there were some indications that in larger buildings the location of classrooms with respect to corridors and cloak rooms was definitely planned. The Woodward High School at Cincinnati, erected in 1857,²⁷ was arranged so that the teacher had oversight of the classroom, the corridors, and the cloakroom without changing her position.

Sound Control

As early as 1837 Mann²⁸ had suggested that where there were two or more rooms under the same roof "care should be taken to have the walls well deafened," but little other mention of acoustics in schoolrooms was found until in 1857. In that year Reid²⁹ discussed the fundamental principles involved in increasing the power of sound in some rooms and diminishing the excessive sound in others. For some time previous to 1857, however, attempts had

been made to prevent the noise from rooms on the second floor disturbing the rooms below. The Toledo, Ohio, school report for 1858³⁰ stated that "the floors and stairs throughout all the brick buildings erected since 1851, are deafened with sound-boarding and mortar."

Philbrick's description of cloakrooms in 1861³¹ illustrated a type which was just beginning to be used at that time but which was commonly used until about 1915. This cloakroom was attached to the classroom and accessible to both the corridor and schoolroom. It was 4 to 5 ft. wide and about 15 ft. long, or as long as the width of the classroom. It was lighted by an outside window.

The shift from the one large schoolroom with several small recitation rooms to a single room large enough to seat from 50 to 65 pupils and under a single teacher according to the Quincy plan was well indicated by Randall, a Chicago architect, who in 1866³² wrote that he designed "not more than one in fifteen with the large room and recitation rooms attached."

The Skinner School of New Haven, Connecticut, erected in 1867,³³ contained two new features. Doors were provided between the rooms on each floor and near the outside wall so that there would be adequate means of escape in case of fire. There were no separate rooms provided for cloakrooms; a screen, seven feet high, was placed across one side of each room partially enclosing a space for this purpose. The Hollingsworth School of Philadelphia, erected in the same year³⁴ had a different plan. The cloakrooms were partitioned off from the corridors by a partition which was open at the top and extended only to within three inches of the floor. Such an arrangement, it was claimed, removed from the classroom the odors from the clothing and provided sufficiently for ventilating and warming these apartments.

Definite standards concerning the amount of blackboard space to be provided based upon the number of pupils were given in the *Indiana School Journal* in 1867.³⁵ A minimum average of 5 sq. ft. per pupil was recommended. In primary rooms the blackboard should not be over 2 ft. from the floor, but in other rooms the distance should vary with the size of the pupils but should never be over 2 ft. 10 in. The width should also vary in the different grades from 3 to 4½ ft.

(To be continued)

²⁰State of Ohio, *Fifth Annual Report of the State Commissioner of Common Schools to the General Assembly of Ohio for the Year Ending August 31, 1858*, p. 153. Richard Nevins, Columbus, 1859.

³¹Philbrick, J. D., "Plans for Primary School Houses," *Barnard's Journal of Education*, 10:741, June, 1861.

³²*Barnard's Journal of Education*, "Plans of Prescott Grammar School-House, Boston," 16:715, December, 1866.

³³*Barnard's Journal of Education*, "Skinner School, New Haven, Conn.," 24:556-9, October 15, 1873.

³⁴Shippen, Edward, "Hollingsworth School, Philadelphia," *Barnard's Journal of Education*, 24:605-11, October 15, 1873.

³⁵"Black Boards," *Indiana School Journal*, 12:223-5, July, 1867; 12:251-2, August, 1867.

²¹*Ibid.*, pp. 166-9.

²²Burrowes, Thomas H., *Pennsylvania School Architecture*, pp. 29-31. A. Boyd Hamilton, Harrisburg, 1855.

²³*Barnard's Journal of Education*, "Woodward High School in Cincinnati," 4:521-5, December, 1857.

²⁴Mann, Horace, *op. cit.*, pp. 433-89.

²⁵Reid, D. B., "Progress of Architecture in Relation to Ventilation, Warming, Lighting, Fire-Proofing, Acoustics, and the General Preservation of Health," *Annual Report of the Board of Regents of the Smithsonian Institution*, pp. 183-4. Cornelius Wendell, Washington, D. C., 1857.

²⁶Barnard, Henry, *op. cit.*, p. 250.

²⁷*Ibid.*, p. 222.

²⁸*Ibid.*, pp. 226-33.

²⁹*Ibid.*, pp. 47-8.

What About the Worst Member of the Board of Education?

By An Inside Observer

It has long been the custom of the editors of the *SCHOOL BOARD JOURNAL* to devote space in the columns of that magazine to outstanding members of boards of education, the idea being to pay tribute to men and women who have given their services faithfully, sincerely, and constructively to the schools of this country. There are many such men and women throughout our nation.

On the other hand, there are countless members of boards of education who have torn down where they should have built up, men and women who are not concerned with the welfare of our public schools and the school children, but are merely using the schools for their own selfish ends, and to obtain what they fondly think of as "power." Why not run a series of articles entitled, "The Worst Board Member I Have Known"?

For several years now, I have been watching a man who is serving as a board member for the first time. This man already qualifies as the worst member I have known in the dozen or more years I have been connected with the public schools. Give him time enough, and I am sure he will qualify as the worst in the country. I shall save him for a prize-winning article. He's worth it.

For the past fifteen years I have been connected with the administrative department of a large city school system. This period has covered the years when there was plenty of money, and everyone wanted to spend it, and the past few years when there was very little money, and the public constantly shouted, "Down with the schools and everyone connected with them; they cost too much!" In this capacity, I have had ample opportunity to study board members, good and bad, to discover the real purpose behind their desire to become active in that work, to see what they have actually contributed toward building up our educational system, and to see what harm they have done the system as a whole. I have seen how some of them have helped a superintendent, and how they have hindered him.

Two superintendents have held office in this period. Both of them are men of exceptional ability, splendid character, and excellent reputation in the educational field. Perhaps two dozen or so people have served on the board of education during this same time. They, however, cannot all receive an "A" rating as members of the board of education.

A Happy Reform

About fourteen years ago, the citizens of our community grew tired of politically controlled schools, and were successful in

their efforts to elect a small, nonpartisan school board. A little later, when a vacancy occurred in the superintendency, a young man who was recognized as one of the coming superintendents of the country was chosen to take charge of the schools. It was a happy combination. The members of this board were, for the most part, representative of the best type of community leaders. They were alert, intelligent, and progressive, and best of all, most of them had a quality which is all too often lacking in people who aspire to become members of boards of education. I refer to that willingness to be guided by the superintendent in matters concerning which they are uninformed, or only slightly informed. Add to the combination of a good superintendent and an intelligent board of education, a community that earnestly and sincerely desires the best school system it can afford, and you have a situation that is almost perfect.

On this board was the first of the only two board-of-education members that will receive, in my own private grade book, a rating of "Double A." The second came later. Both of them, I regret to state, are no longer with us. Both were the type that could always guide the board through troublesome situations, direct their discussions to safe and sane decisions, advise and comfort the superintendent. With them the superintendent could confer and know that what he said would always be held confidential. He could, figuratively speaking, weep on their shoulders. They were, in fact, the answer to a superintendent's prayer — the kind that every superintendent is always hoping to find on his Christmas tree.

In every community, of course, there are those politically minded people who cannot stand the idea of not having at least their little finger in the educational pie. The situation was too ideal to suit them, in this case, and bit by bit, over the years, the situation changed. The citizens remained acutely interested for several more elections, and saw to it that at least some of the newly elected members were nonpartisan. The politicians were just as acutely interested, though they covered up their interest very well. As a result of the latter's interest, a different type of member became prevalent on our board. As the more intelligent citizens lost something of their keen interest in the schools, they did not recognize the motives which lay behind the desires of the new candidates for board membership.

The Later Not-so-Happy Situation

There followed some very interesting groups of people on the board of educa-

tion. Politicians, members of the Klan, nonpartisan members who had reasons all their own for wanting to be on the board, excellent members who were above criticism, and honest and sincere people who did not know much about a public-school system, but who were willing to be guided by the superintendent, and who eventually became very good members. Finally there were some just as honest but more stubborn, who never recognized their own limitations. What combinations we have had!

There was one member whose name had not appeared on the Klansmen's ticket the year he was elected, but who later, garbed in the full Klan regalia, visited one of our high schools when an evening program was in session. He was much surprised when the principal called him by name, and refused to accede to his demands. There was a very charming woman member, very active in local church circles, who had a sly and hidden way of getting information, and then using it for her own ends. At one time we had two women on the board, both charming and intelligent women, who were so jealous of each other that they were bound to disagree with each other whenever possible. And was that a ticklish situation for a superintendent to handle! The moral of which is, if you must have women on a board of education, never have just two.

The newspaper reporters soon learned who the most obliging member was. No matter what went on at closed sessions, no matter what the other members wanted kept from the press, this kind soul was always willing to talk to all the reporters. Being sworn to secrecy meant nothing in his young life. Needless to say, his office was a popular place in those days.

Ever have a lady politician on *your* board of education? If you haven't, don't! We've had one, and no one, not even her own political party, could get along with her. All of her actions were governed entirely by her desire to get votes, and by an almost insane passion for publicity. She could make better speeches, and say less than any public speaker I have ever heard. And, what is more, she put those speeches across. She was all things to all people, but never once did she forget that she was a Mother, with a capital M. Her one child was then in college, but nonetheless, motherhood ran riot all through her remarks. She received her reward at last, however, and is now serving in a more lucrative political office, and the schools of our city are struggling along without a mother's love.

He Was Faithful in Attendance

The supreme egotist also served during these years. A little, strutting man, with an unusually large head, who had hidden desires to become a dictator in the realm of public schools. How many times the superintendent had to save the apple cart when

(Concluded on page 93)

Distributing School Insurance to Local Agencies

S. C. Joyner¹

An uncontrolled distribution of school insurance by members of the board of education, superintendent, or school-business official, is a survival of the "Spoils System" and creates misunderstanding and ill feeling among insurance agents. Charges of patronage and that the school insurance is "political" business are frequently the result of having no definite plan of allocation. School officials are continually being asked for special consideration in distributing school insurance and the reasons for:

1. Varying amounts allocated to the different agencies.
2. Not giving heavy taxpayers more consideration than those who pay considerably less.
3. Giving larger and older established agencies more insurance than the smaller and newer offices.
4. Not recognizing time spent on civic affairs by public-spirited agents as a basis for determination of their quotas.
5. Not rewarding agents who worked hard on school board or bond elections.
6. Refusing to renew school insurance with the agent's widow, who has been authorized to sign policies in order to keep her husband's former business and thus support her family.
7. Excluding brokers or solicitors from participating on an equal basis with agents.

These are but a few of the many questions that are being asked of school executives. Upon the successful answering of these inquiries depends a great deal of public good will and confidence. Perhaps no public relation contact for a school district is more valuable than that of the insurance men. These men, who have their fingers on the pulse of the public, are daily coming in contact with persons in all walks of life and business. If fair play in one business transaction implies the same treatment in others, then a just and an equitable plan for dividing the school insurance should pay "dividends."

Gathering Data Regarding Agencies

Before any method can be considered intelligently, it is first necessary to obtain complete and accurate information about each local agency. This is most easily obtained by means of a questionnaire answered and certified to by the agency on a form furnished by the board of education. In developing a distribution plan for the first time, it is essential to collect all information about the agencies which might be considered in the final plan. The questionnaire should reveal whether the agent operates directly from his residence, or from an established office separate and apart from any company or general agency office; if he has a telephone listed in the name of the agency; the yearly volume of business in general and fire insurance premiums; the number of years the agency has been in business; the companies for which the agency is a policy-writing and signing agency; the number of employees devoting full time to insurance; and any other business being conducted by the agency. *Form I* represents that form now in use in the Los Angeles School District. Real and personal property taxes paid by the agent or by the owners of the agency, who are actually and actively engaged in conducting the business of the agency, should also be obtained by those first

developing a plan. In our district the amount of taxes paid is not used in determining the eligibility of an agency or the amount of school insurance it is to receive. For this reason no information regarding this factor is requested on the revised questionnaire.

FORM I

Insurance Questionnaire

Fill out and return to: Insurance Section, L. A. Board of Education, 1425 So. San Pedro Street, Los Angeles, California.

The Board of Education has adopted a definite plan for distributing the school fire insurance to the agencies. These regulations set up the eligibility requirements as well as determine the amount of insurance to which an agency is entitled. In order that we may have the necessary data to classify your agency, it is necessary that we have the following information:

- I. AGENCY
 - A. Name of Agency.....
 - B. Agency Office Address.....
 - C. Check location of your Agency Office:
 1. In your residence.....
 2. Separate office.....
 - D. Agency Telephone Number.....
 - E. Residence Address.....
 - F. Residence Telephone Number.....
 - II. Give names of companies for which you are a policy writing and signing agency.....
 - III. Is Your Agency
 - A. An individual ☐ A partnership ☐ A corporation ☐
 - B. Conducted independently of a Company Branch or General Agency? Yes..... No.....
Are any officers or owners of your agency salaried employees or officers of an insurance company or general agency? Yes..... No.....
 - C. Conducted in conjunction with another fire insurance agency?.....
 - D. A policy writing and signing agency? Yes..... No.....
If not a policy writing and signing agency, through what office or agency is your business written?.....
 - E. Licensed under the California Laws?.....
 - IV. Do you have a valid broker's license? Yes..... No.....
 - V. How long has your agency been continuously in the fire insurance business in the Los Angeles City High School District? Since 19.....
 - VI. How long have you or the officers of your agency been engaged in the fire insurance business in the Los Angeles City High School District? Since 19..... Give names and describe previous experience.....
 - VII. Give total net premiums written by your agency in 1936: (Please give complete information.)

Brokerage*	Controlled†	Direct‡	Total
A. Fire Insurance			
B. Other General Insurance			
(Do not include Life insurance premiums)			
Total			

*1. Brokerage — Brokerage business shall mean that business which is placed through your agency by another broker and/or agent.
†2. Controlled — Controlled insurance is that business in which the agency or any of its members controls the placing of the insurance either directly or indirectly, by virtue of financial interests through ownership, mortgage, or otherwise.
‡3. Direct — By direct insurance we mean all insurance premiums excluding "controlled" and/or "brokerage" business.
 - VIII. What percentage of the total gross income of your business is derived from fire insurance alone?..... From insurance other than fire?.....
 - IX. What kinds of business other than insurance are transacted by you from your office?.....
 - X. How many do you employ in your office?..... How many employees devote all of their time to insurance?..... Part Time?.....
- I hereby certify that the above figures and information are correct.

(Signed)
(Title)

ALL ITEMS MUST BE NOTARIZED.

STATE OF CALIFORNIA }
County of Los Angeles } ss.

Subscribed and sworn to before me this.....day
of....., 19.....

SEAL

Notary Public, in and for the County of Los Angeles, State of California.
(The Information Given in this Questionnaire will be held STRICTLY CONFIDENTIAL.)

Selection of Eligible Agencies

Selecting the factors to be used in determining the eligibility requirements of agencies is a matter of tabulating and interpreting the data received from the questionnaires to see which items can be fairly used and how many agents are thus affected. Table I shows the annual fire-insurance premium incomes of agencies in our district who have applied for insurance.

TABLE I. Agencies Arranged in Order of Their Total Premium Income

Annual Fire Insurance Premium Income (Exclusive of School Insurance)	Total
Above \$100,000.....	8
\$75,001-\$100,000.....	3
50,001- 75,000.....	8
40,001- 50,000.....	5
30,001- 40,000.....	9
20,001- 30,000.....	33
10,001- 20,000.....	70
5,001- 10,000.....	76
2,001- 5,000.....	121
1,001- 2,000.....	85
501- 1,000.....	80
101- 500.....	89
0- 100.....	40
	627

It is obvious from glancing at this table that some agencies are so small and write so little fire insurance that they can hardly be classified as legitimate agents.

Tables II and III similarly show the amounts of taxes paid by the agencies and their number of full-time insurance employees, respectively:

TABLE II. Agencies Arranged in Order of Taxes Paid

Amount of Taxes Paid	Total
Above \$25,000.....	4
\$10,001-\$25,000.....	6
7,001- 10,000.....	6
5,001- 7,000.....	7
3,001- 5,000.....	6
1,001- 3,000.....	52
751- 1,000.....	33
501- 750.....	42
301- 500.....	76
201- 300.....	60
101- 200.....	98
51- 100.....	90
1- 50.....	60
	627

From these kinds of data, it is not difficult to develop a set of eligibility regulations that will meet with the approval of the majority of insurance representatives. The eligibility requirements recently adopted by the Los Angeles Board of Education for the allocation of its insurance are given here, together with the reasons for each requirement:

1. An established office must be maintained separate and apart from any other fire insurance agency, with a telephone listed in the name of the agency.

¹Assistant Business Manager, Los Angeles City Schools.

TABLE III. Agencies Listed in Order of Number of Employees

Employees	Total
Over 50	2
26-50	2
16-25	2
11-15	3
10	3
9	0
8	3
7	6
6	9
5	9
4	18
3	33
2	58
1	118
0	361
	627

This regulation eliminates the "curbstone" person operating from his home with no established office. It also excludes the solicitor who might have a desk in some company's or general agent's office with free telephone service through their exchange. The office should be separate and apart from any other insurance office and should actually be listed with the telephone company. The school district can thus be assured of being able to get in touch with the company's agent when immediate service on school coverage is needed.

2. *One principal of an agency must have been engaged continuously in fire-insurance business for at least three years in the Los Angeles school district before consideration will be given to an application for insurance.*

The purpose of this rule is to give the school district some assurance that the agency is in the insurance business to stay and will be able to service the insurance during the full policy period. It excludes the "fly-by-night" agent who receives his license one day and immediately rushes to the various public institutions to demand his full share at once.

3. *Must write school insurance in a company having a surplus to policy holders in excess of \$1,000,000 according to the most recent financial statement of the company. Company must also have a rating of at least "A" according to the most recent Best's insurance guide.*

This regulation requires the insurance to be written in an acceptable company. The specifications can be written to give any desired protection.

4. *Must have a yearly volume of business in direct fire-insurance premiums of at least \$1,000. This excludes all brokerage and controlled insurance.*

Prior to the adoption of the present allocation plan in Los Angeles, there were some agents participating in the fire insurance whose individual premium income in this business was less than \$100 per year (see Table I). Obviously an agent who makes less than \$25 in commissions per year is not in the fire-insurance business and knows little about it. Just where to draw the line to establish this minimum volume of business depends upon the distribution of the agencies on this item in each locality. Even \$1,000 is a low minimum as it means only \$250 in commissions per year. This, of course, does not represent the total insurance income of an agency, as the average volume of casualty and other general insurance premiums is probably three times the amount of the fire business. Any district considering premium income of agencies as one of the factors to be considered in an allocation plan, should give serious thought to determine if the total volume of general-insurance premiums rather than fire business might not be a better index to use. Casualty,

compensation, bond, etc., business have yearly renewals, which means that an agency must give service and keep up-to-date on insurance information if it is to retain the business. "One-hundred-per-cent" insurance offices favor this plan as it does not give an added advantage to the insurance departments of the large real estate concerns where the fire-insurance premiums represent the bulk of their business.

5. *Must be a policy-writing and signing agent.*

This regulation eliminates the brokers who do not maintain an agent's license. This requirement, which has been in effect many years, places the insurance in the hands of agents who are direct representatives of companies and have the authority to bind the companies either verbally or in writing. There are many occasions where quick service is necessary and where the assured must have immediate protection. The broker's bond, required in many states, protects the assured only for the amount of the premium paid, and does not guarantee the school district insurance protection when a fire occurs and the broker has failed to place certain insurance, as requested. In cities where most of the insurance is written through brokers, such a requirement would obviously be unfair. In our own district there are approximately 550 eligible agents who can qualify under these eligibility regulations. These agents write the largest proportion of the business in the district and allow the board of education a wide as well as satisfactory distribution.

Under such a plan the board cannot be accused of placing the insurance in the hands of a favored few agents or companies as can be seen from the number who meet these eligibility demands. Several hundred agencies, however, have been eliminated under these regulations which indicate that some selection is accomplished. Even greater selection can be made by simply raising or increasing the eligibility requirements.

Determining the Amount of Insurance to be Given an Agency

Sometimes the allotments of insurance to agencies are on the basis of total coverage. Unless there is one blanket rate for the district, this plan is not equitable as the rates and commissions on different risks may vary as high as 1,000 per cent. Where individual policies are placed upon each site or building, and rates vary according to type of construction and protection, the quota each agency is to receive should be placed on a premium or commission basis.

When determining the amount to give an agency several factors might be considered, such as volume of business, amount of taxes paid, number of full-time employees, etc. Some districts do not believe in a graduated distribution scale and divide their insurance equally among the eligible agencies.

There are two objective methods in use by school districts for determining how much school insurance an eligible agency is to receive from the board of education. The first method is the type now in use in the Minneapolis schools and is based upon the amount of taxes paid by an agency or its officers. Table IV is an example of the application of this type plan.

The second method is that which the Los Angeles board of education felt was most adaptable to our own situation and is based on the "premium income" of the agencies. Under this plan the insurance is distributed as fol-

TABLE IV. Allotment on Basis of Taxes Paid

Taxes Paid by Amount	Premiums Allotted to Agent
\$ 0-\$ 100	\$ 400
101- 400	500
401- 700	600
701- 900	700
901- 1,100	800
1,101- 1,300	900
1,301- 1,700	1,000
1,701- 2,200	1,200
2,201- 2,700	1,400
2,701- 3,100	1,600
3,101- 3,600	1,800
3,601- 4,000	2,000
4,001- 4,500	2,200
4,501- 5,000	2,400
Above \$5,000	2,500

lows:

The classification of an eligible agency depends upon the proportion that the agency's total volume of direct fire-insurance premiums bears to the entire volume of direct fire-insurance premiums written in the school district by all eligible agencies. The amount to be written by each agency is determined by dividing the insurance premiums allocated to each classification equally between the members in that particular group.

Class 1. Those eligible agencies: (a) Having a yearly volume of direct fire-insurance business of \$30,000 or more in premiums, exclusive of all brokerage and controlled insurance.

Shall receive: \$1,600 premiums—Five-year basis; \$320 premiums—One-year basis; \$80 commissions per year.

Class 2. Those eligible agencies: (a) Having a yearly volume of fire-insurance business between \$10,000 and \$29,999 in premiums, exclusive of all brokerage and controlled insurance.

Shall receive: \$900 premiums—Five-year basis; \$180 premiums—One-year basis; \$45 commissions per year.

Class 3. Those eligible agencies: (a) Having a yearly volume of fire-insurance business between \$1,000 and \$9,999 in premiums, exclusive of all brokerage and controlled insurance.

Shall receive: \$500 premiums—Five-year basis; \$100 premiums—One-year basis; \$25 commissions per year.

"To him that hath shall be given" is the chief criticism of this plan. This however is easily answered by the fact that there are 550 agents participating in Los Angeles school insurance, and the most that the very largest office can obtain is \$80 in commissions per year. There is a high correlation between the "premium income" of an agency and its office payrolls. Generally the large agents also represent the older established offices and are more active in civic affairs. A school district usually depends upon special service from a few agencies, and it is natural that this can best be obtained from the largest agencies, who write the most business and as a result have the most influence upon the companies.

Many districts have adopted "master" policies to reduce the clerical costs necessitated by a large number of policies. When this insurance is written in a few companies and the commissions are distributed to the agents through some allocation plan, agents usually object as the plan does not permit them to place the business on their own books to the credit of the companies they are supposed to represent. Many feel that commissions paid to them are not earned when no service is performed. We believe the slight additional expense involved in recording 160 policies which expire at one time each year in our district, is offset many times by the good will of the "satisfied customer."

How Ottawa Schools Purchase Coal

The public-school board of the City of Ottawa, Canada, purchases its annual supply of fuel for use in the school buildings under a carefully developed program. Requests for tenders are issued to all acceptable coal miners and dealers early in April annually, and official advertisements are published according to law in the city newspapers.

Requests for tenders include:

a) A statement of the approximate number of tons required and of the type of coals asked for. Thus, the requests for the 1937-38 heating season asked for bids on about 1,450 tons of low volatile, bituminous coal, 550 tons of high volatile-bituminous coal, and 700 tons of 1½ in. nut slack bituminous coal for under-feed stokers.

b) The letter to miners and dealers states the approximate analysis of each type of coal on the basis of moisture, ash, volatile matter, fixed carbon, sulphur, and B.T.U.'s.

c) The statement expresses the preference of the board for three-quarter lump or equal coal and indicates that high-grade mine run coal, containing not more than 50 per cent of clean slack will be accepted.

d) The statement indicates when the deliveries are to be made. About 70 per cent of the total tonnage is asked for between July 1 and August 14, and the balance upon demand before May 1, 1938.

e) The weighing of coal is required and the certificates of weight are called for.

f) The method of delivering the tenders in sealed envelopes to the office of the board of education, at a given time and date, is set forth. The tenders must be made on blanks supplied by the board.

g) Bids must be accompanied by a deposit of 5 per cent in the nature of a check or bond.

h) The board prefers coal of Canadian origin.

The tenders received are all opened at the same time by the property committee of the school board, which committee after consideration of the costs and characteristics of the coals offered, makes its recommendations to the board as to the tender or tenders which it deems advisable to accept. The board which has the final legal responsibility, accepts the tender which is most advantageous and awards the contract. The entire operations are carried on under the direction of Mr. W. K. Jeffrey, superintendent of buildings.

The general conditions are as follows:

Basis of Contract

1. All coal shall be purchased and paid for on a guaranteed quality basis in accordance with the terms, conditions and formulas set forth herein.

Origin and Analysis of Coal

2. Each tenderer is required to set forth clearly in his tender the following information regarding the coal offered by such tender.

a) The trade name and preparation of the coal offered; also the name and location of the mine or mines wherein it has its origin.

b) A statement of analysis of a representative sample of coal as offered under item (a), this statement to indicate the percentage of moisture in coal "as received," and the percentage of Ash, Sulphur, Fixed Carbon, Volatile matter and British Thermal Units in Dry Coal.

Note:—Coal of the description and analysis as set forth in a tender under the requirements of items (a) and (b) shall

in the event of Contract become the standard of quality guaranteed by the Contractor.

Awards of Contract

3. In determining the award of the contract consideration will be given to the quality of the coal offered by the respective tenderers and to the operating results obtainable from same, as well as to the price quoted per ton. The lowest tender not necessarily accepted.

4. In order to compare bids as to the quality of the coal offered, all tenders shall be adjusted to a common basis. The method used shall be to merge the four variables—moisture content, ash content, heating value and price tender per ton—into one figure, viz.: the cost of 1,000,000 British Thermal Units. The procedure under this method shall be as follows:

a) All bids shall be reduced to a common basis with respect to moisture, by dividing the price quoted in each tender by the difference between 100 per cent and the percentage of moisture guaranteed in the tender. The adjusted tender shall be figured to the nearest cent.

b) The tenders shall be adjusted to the same ash percentage that offers as the standard the proposal that offers coal containing the lowest percentage of ash. The difference in ash percentage between any given bid and this standard shall be divided by 2 and the price in such tender adjusted in accordance with the above, multiplied by the quotient. The result shall be added to the above adjusted price. The adjusted tender shall be figured to the nearest cent.

c) On the basis of the adjusted price, allowance shall then be made for the varying heat values by computing the cost of 1,000,000 British Thermal Units for each coal offered. The determination shall be made by multiplying the price per ton adjusted for ash and moisture contents by 1,000,000, and dividing the result by the product of 2,000 multiplied by the number of British Thermal Units guaranteed.

Delivery of Coal

5. The Contractor shall make deliveries of the coal specified in the contract to such buildings, at such times and in such quantities as the Board may direct. The Contractor shall also trim coal in bins at time of delivery bearing in mind that in no bin shall the coal be piled or trimmed to a depth of more than six feet.

Payment for Coal Delivered

6. Delivered coal of the quality guaranteed shall be paid for at the contract price. Delivered and accepted coal varying in quality beyond the limits allowed from the standard of quality guaranteed shall be paid for on the basis of the contract price adjusted according to formula set forth herein under the heading "Price Adjustment."

Price Adjustment

7. Coal delivered and accepted in accordance with the conditions outlined herein, shall be sampled and the analysis of such or the average of analyses, if more than one sample is analyzed, shall be compared with the standard guaranteed by the tenderer, and the result of such comparison shall be the basis of adjustment between the price quoted by said tenderer and the price to be paid by the Board. The following schedule of variation allowances and formulas for calculation shall govern:

Heating Value. (a) Considering the coal on a "dry coal" basis, no adjustment in price shall be made for variations of 2 per cent or less in the number of British Thermal Units above or below the standard guaranteed. When the variation in heat units exceed 2 per cent of the standard guaranteed, and the delivered coal is lower in heating value than specified in the tender, the adjustment shall be proportional (on the differ-

ence above 2 per cent and shall be determined by the following formula:

B.T.U. delivered coal ("dry coal" basis).

B.T.U. ("dry coal" basis) specified in contract x 98% x bid price—price resulting from B.T.U. variation from the standard guaranteed. The adjusted price shall be figured to the nearest cent. As an example, for coal delivered on a contract guaranteeing 14,000 British Thermal Units on a "dry coal" basis at a bid price of \$6 per ton, showing by calorific test results varying between 13,720 and 14,280 British Thermal Units, there would be no price adjustment. If, however, by way of further example the delivered coal shows by calorific test 13,350 British Thermal Units on a "dry coal" basis, the price for this variation from the contract guarantee would be, by substitution in the formula:

$$\frac{13,350}{98\% \times 14,000} \times \$6 = \$5.84 \text{ which is a penalty of 16 cents per ton.}$$

If, on the other hand, the delivered coal is higher in heating value than that specified in the contract, the adjustment shall be determined by the following formula:

$$\frac{\text{B.T.U. delivered coal ("dry coal basis")} \times 98\%}{\text{B.T.U. ("dry coal basis") specified in contract} \times \text{bid price}}$$

As an example for coal delivered on a contract guaranteeing 14,000 B.T.U. on a "dry coal" basis at a bid price of \$6 per ton, showing by a calorific test 14,650 B.T.U. on a "dry coal" basis, the price for this variation from the contract would be, by substituting in the formula:

$$\frac{14,650 \times 98\%}{14,000} \times \$6 = \$6.15 \text{ which is a bonus of 15 cents per ton.}$$

Ash. (b) No adjustment in price will be made for variation of 2 per cent or less below or above the guaranteed percentage of ash on the "dry coal" basis. When the variation exceeds 2 per cent, the adjustment in price shall be determined as follows:

The difference between the ash percentage, by analysis, of the coal delivered and the ash percentage of the standard guaranteed shall be divided by 2 and the quotient then multiplied by the bid price, and the result shall be added to or deducted from the B.T.U. adjusted price, or the tender price if there is no B.T.U. adjustment, according to whether the ash percentage by analysis is below or above the standard guaranteed. The adjustment for ash percentage shall be figured to the nearest cent.

As an example of the method of determining the adjustment in cents per ton for delivered coal containing an ash percentage varying by more than 2 per cent from the standard guaranteed, consider that coal for which the above mentioned heat unit adjustment is to be made has been delivered on a contract guaranteeing 10 per cent ash, and shows by analysis an ash percentage of 7.5 per cent. The adjustment in price would be determined as follows:

The difference between 10.0 and 7.5 which is 2.5, would be divided by 2, and the quotient of 1.25 multiplied by \$6, resulting in an adjustment of 7.5 cents per ton.

Moisture. (c) No adjustment in price shall be made for variations of 1.0% or less, above or below the moisture standard guaranteed. When the variation exceeds 1.0%, the difference above or below the 1.0% shall be multiplied by the tender price, the result being an addition or deduction according to whether the moisture content by analysis is above or below the standard guaranteed.

As an example, consider the above mentioned coal as having been delivered on a contract guaranteeing 1.0% moisture, and the coal shows by analysis a moisture content of 5.0%. The difference between 5.0% and 1.0% is 4.0%. After allowing the 1.0% variation, 3.0% remains to be corrected for. The 3.0% is multiplied by \$6, resulting in an adjustment of 18 cents per ton, which in this case would be a penalty.

Sampling

8. Samples of coal for analysis shall be taken under the board's direction, the method of sampling to be essentially as outlined in Memo-
(Concluded on page 93)

Radio, Motion Pictures, and Television as Aids in Education

The social effects of recent inventions will be noticeable in education, according to the recent study of the National Resources Committee on "Technological Trends and the Social Implications of New Innovations." Writing on the effects of inventions, Mr. S. C. Gilfillan makes the following observations:

One of the most significant probable uses of wired television, from the standpoint of social effects, needs more detailed treatment, namely, the role it may come to play in the school.

Although education is one of our major activities, with a fourth of the American population attending school and with a budget which uses up more tax money in normal times than any other single outlay, education has been slow to adopt mechanical invention. The phonograph and radio have been used considerably in teaching music, and the silent motion picture has been used here and there for pedagogical purposes.

The expense of educational talking pictures, especially animated drawings and dramatizations, together with the notable lack of organization among schools to absorb what necessarily must be a large-scale output, has limited the production and utilization of films such as the University of Chicago has produced in the sciences and Yale University in American history.

The public schools serving four fifths of our population are managed on a town or smaller district basis, and comprise over a hundred thousand separate public-school administrations, beside great numbers of colleges, parochial and private school organizations. Naturally it is difficult for all these authorities to agree sufficiently to bring about the production and easy distribution of expensive films. And the films must remain expensive so long as their costs must be assessed upon few users.

Predictions Require Caution

Wired television, however, will have the power of carrying such educational talking pictures directly into the schoolroom, with probably less expense. The only drawback, once the technical problems are solved, of presenting on the screen an image large enough and clearly enough defined to be seen by a classroom would be that many schools would need to adjust their schedules to tune in at a uniform hour. This would seem like a simple adjustment, yet one must not be too sanguine about the highly unorganized schools awakening at once to the new pedagogical opportunities.

One must be cautious about predictions from knowing how slow the schools have been to adopt other mechanical teaching aids. Yet may one not imagine for a moment what might be done, if the average elementary-school teacher, instead of talking herself about the lesson or depending on the textbook, should step to the rear of the classroom and switch on the television, or a talking moving-picture program?

By it she could present to the children a speaking, colored, moving, perhaps depth-showing image, strikingly lifelike, of one of the best teachers in the land, of a great scien-

tist performing experiments as he talked about them to the children, an artist drawing, and explaining why he drew as he did, a musician, statesman, inventor, capitalist or handicraftsman demonstrating his work.

The performance would have been carefully prepared in collaboration with education specialists, to be as interesting and effective as possible for children of just that school grade.

Moving Dramas of History

The animated drawings and movies already produced for schools and sometimes used in them, far exceed the specific pedagogic powers of even the best teachers in science and art.

They telescope into a few seconds millions of years of geologic time, make the movements of gases and electricity visible, present explosions without doing damage, gather the four corners of the world, with their living, singing people, into each classroom, and make the past live again in the present, in moving dramas of history.

How long it would be before such a prospect could be realized on an extensive scale no one can tell. Gradually, however, the use of television, as well as the radio, direct talking moving picture, and phonograph may be expected to reach out farther and farther, from schools in metropolitan centers to those in smaller communities, from colleges and high schools down to the primary grades.

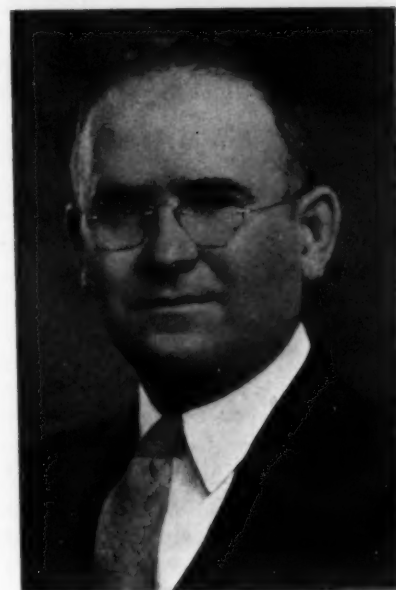
Among the general influences might be the following: (a) An increase in co-operation and interschool organization; (b) more attention to the sciences, social studies, and the arts, growing subjects in which the machine is best fitted to supplement the average teacher and textbook; (c) greater influence from the intellectual elite in contrast to the poorly trained provincial teacher; (d) extension of adult education, since the same programs used in the schools might be desired for leisure use in the home; (e) increase in the danger of propaganda invading the school system.

Mr. Gilfillan suggests that "for good or for ill, a new day is dawning in school education. Just as technology is providing power to enrich leisure hours, so it will serve in the schools and colleges to widen man's knowledge of the world and to socialize all teaching."

DE WITT S. MORGAN ELECTED IN INDIANAPOLIS, INDIANA

De Witt S. Morgan, who has been elected superintendent of schools in Indianapolis, Ind., had been a member of the faculty of the Arsenal Technical High School, in Indianapolis, for the past twenty years, and had been principal of the school since 1930.

Mr. Morgan was born in Middle Point, Ohio, and obtained his early education at Scott, Ohio, and in the Canfield Preparatory School. He received the A.B. degree from Henry Kendall College in 1912, and the A.M. degree from the University of Wisconsin in 1916. Later he studied in the Graduate School of Indiana University. The honorary degree



Mr. DeWitt S. Morgan
Superintendent of Schools,
Indianapolis, Indiana.

of Doctor of Laws was conferred upon him by DePaul University in June, 1937.

Following his graduation from college, Mr. Morgan served as secretary to the president of Kendall College from 1912 to 1915. The following year he was a graduate student and served as assistant in ancient history in the University of Wisconsin.

Mr. Morgan began his teaching career in Indianapolis in 1916 as an instructor in history at the Arsenal Technical High School. In 1918 he was made head of the history department, and in 1921 became first assistant principal. He served in the latter capacity until 1930, when he was elected principal, succeeding the late Milo H. Stuart.

Mr. Morgan has taught in the summer sessions of Indiana University for a number of years, also at the University of California in Los Angeles, at Berkeley, Columbia University, and at the Ohio State University in Columbus.

He has served as chairman of the Curriculum Committee on Social Studies of the Indiana State Department of Education and as a special investigator for the Commission of the American Historical Association on Investigation of the Social Studies. He is a member of the National Occupational Conference, the National Educational Association, the National Association of Secondary-School Principals, the Indiana Teachers' Association, and the Indiana Schoolmen's Club, and is a past president of the National Council on Social Studies. He was also editor of the Second Yearbook of the Council on "Classroom and Administrative Problems in the Teaching of the Social Studies."

Mr. Morgan was selected from a large list of candidates. The board of education's decision was based upon evidence of his outstanding ability as an administrator, his success as an instructor in educational courses in the summer sessions of various universities, and his intimate knowledge and long experience with the Indianapolis schools. It is believed that Mr. Morgan is the man best available to carry on the schools along the new policies laid down and carried out by the late Paul C. Stetson.

THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

The Mountain and the Molehill in School Administration

IT OCCURS in the field of school administration, as well as in other activities, that insignificant routine matters are swelled into sensational affairs and dignified into an important case. Several such cases which concern a locality only, have recently been given state-wide publicity and, in one instance, spread to nation-wide attention.

And what were these cases? In a New England town, complaints were made by parents that pupils had been punished too harshly. Immediately the school authorities staged a public hearing; a long line of witnesses were heard, all questions and answers were published in the daily press. A sensational murder trial could not have been given a greater setting in the public press. Barrels of printers' ink and tons of print paper were devoted to the affair.

Another was the case of a teacher who had been dropped by the school committee, which gave no reasons for its action, and denied a public hearing. Rumor had it that she had treated a group of pupils to cocktails. This she denied and proceeded to take legal steps for her reinstatement. The incident at least was closed so far as the school committee was concerned with the statement the charges of a cocktail party did not figure in the dismissal.

But not as far as the teacher, her friends, and the public press were concerned. An account of her dismissal and her picture appeared in many newspapers throughout the country. A beautiful girl was being sacrificed at the altar of school-administrative stupidity. The townspeople staged a hearing on their own account. The favorable publicity groomed her for a great career in the movies.

The question here is not so much whether the school authorities acted wisely or unwisely in dismissing a teacher who is popular in the community. It is, rather a question whether the public is in better position than the school board in determining what was for the best interests of the school system. Or, whether the former should usurp the function of the latter.

Obviously, the trouble originates in a resistance to established authority. The dropping of a teacher from the roll is not in every instance a pleasant task, and those responsible for the disciplinary care of a school system must be credited with the exercise of good judgment unless the contrary be definitely known.

The fault lies clearly with the public mind, which thoughtlessly ignores the authority vested in the school officials, and arrogates to irresponsible groups the right to say what shall and must be done. In all instances of this kind, the board of education should resist the meddler and the troublemaker, and hold to its rights and prerogatives, and thus maintain the dignity and prestige of its office.

Functional Planning of School Buildings

IN A new history of architecture in the United States a notable chapter might be written dealing with the progress made in the design and planning of schoolhouses. The evolution has been an interesting one and the achievements have been both decisive and significant.

A cursory review of the tremendous strides in American education will show why the modern school structure, with its many refinements and improvements, has evolved. Primarily, the new forms of schoolhousing simply indicate the expansion of the services which the school renders; they reflect the new studies, the new types of shopwork, the new physical training and play, and the wide variety of progressive types of activities; they show the radical changes in the entire organization and articulation of schools, the improvements in administration and supervision, the new practices in teaching method and discipline.

The modern conception of functional planning for better instructional results is well expressed in a recent study, projected by the Department of the Interior through the United States Office of Education, when it says:

"What is needed is to recognize the fact that the problem of elementary-school-building planning is a dynamic one which changes, and which will continue to change, as ideals and methods of elementary-school education change and develop. A return to the more or less static or slowly changing conditions of a simpler civilization is no more possible in education and in school-building planning than it is in any other department of modern life. But, having accepted the present situation as normal and natural, it is both desirable and possible to determine whether, within this process of change, there are developing fairly well-defined types of school organization, to analyze the kinds of school programs that are used to carry out these different types of organization, and to discover how school buildings are being planned so as to carry out as efficiently as possible the function of these different kinds of elementary-school programs."

The pendulum of progress has taken a long swing from the dress-pattern school plan to the present-day results of functional planning. Much of the success has been due to attempts at standardization, attempts which have led to intensive study of the efficiency and economy of classroom sizes, windows, stairs, corridors, and numerous details that are commonly accepted as "school sizes" and "school types." The most recent progress, however, has come from the recognition of the limitations of standardization and the need for elasticity in design and plan, and the ever-continuing study of changing conditions which each new building must undergo. True, some of the newest planning has been in danger of becoming too functional, too narrowly applied to an immediate problem and to the demands of a schoolman for economy or for an experimental type of class organization. Where flexibility has been sought as a recognized essential and a dividing line with rigid adaptation found, the results are distinctly good.

Backbone in School-Administrative Departures

WHEN recent disagreements which have arisen here and there between school authorities and the public are considered, one is prompted to seek the causes. There can be no doubt that the unrest which has afflicted the public mind, has resulted in a spirit of opposition to all authority, and has penetrated the field of school administration. While the truth of this statement cannot be doubted, can it be contended that the school administrators have been at fault, or are all the eruptions chargeable to the passing unrest?

School administrators cannot escape several pertinent questions: Have all board-of-education deliberations and conclusions been based upon a knowledge of all the pertinent facts, and upon a sound reasoning before final action was taken? Has

the board of education after coming into definite agreement on a policy or project, adhered steadfastly to its realization? Has the board of education braved the critics and town meddlers with proper calm and complacency, refused to be stampeded into a reverse action or a humiliating compromise, and adhered consistently to its position?

When a board of education is vacillating and uncertain, it has already weakened public confidence in its wisdom and authority. What is worse, in such a situation the discipline of the schools as a whole is seriously impaired. An efficient school government rests not only upon the adoption of administrative policies that are equitable and prudent, but also upon the strict observance of such rules and regulations as will make for discipline and orderly procedure.

Once it becomes known that the school authorities proceed upon their tasks in a thoughtful and efficient manner; and that they hold firmly and unflinchingly to a position once taken, the meddler is less inclined to assert himself. Citizens' protest meetings and newspaper abuse become less popular when it becomes known that a board membership cannot be intimidated or routed from its position.

Above all things, the board of education must command the respect as well as the confidence of the community. Backbone is a virtue which every board of education must possess before it can enjoy the prestige to which it is entitled.

An Editor as a School-Board Member

IT IS not often that we find a newspaper editor serving as a member of the board of education. In addition to a manufacturer and a merchant, a lawyer, a doctor, an engineer, and a clergyman, we occasionally have a former schoolmaster or schoolmistress, but seldom a newspaper editor.

Editors, undoubtedly, hold themselves aloof from public office in order to perform their especial function in a more independent and impartial way. And yet in certain communities, it would seem highly desirable that the newspaper editor come into intimate touch with the problems that beset the school system and share the responsibilities which attend their solution.

In California, the editor of the *Pasadena Post*, Mr. W. L. Blair, has served as a member of the board of education for the past eight years. In a recent article, he records some of his observations and conclusions. These go to show that he has attended over 500 meetings, and has found his associates considerate and kind, thoughtful and efficient, unselfish and loyal. He adds:

"And that is why I like the job. After working with the kind of persons I have been privileged to work with in this enterprise, I am more hopeful of government and the possibilities of men and women of government. Conversely, I am amazed that the public should tolerate any other way of carrying on public business."

In summing up his findings he holds that four factors are essential to the success of a city school system: (1) *efficient organization and administration*; (2) *a trained and loyal personnel*; (3) *a genuinely deliberate governing body*; and (4) *a broad base of good citizenship*.

A newspaper editor who leaves his editorial sanctum to sit as a member of a board of education soon discovers that his viewpoint may differ radically from that of the news writer who comes into casual and outside contact with the schools. He will also learn that situations may arise in the school household which do not readily lend themselves to publicity, and that executive sessions of the board may not only be expedient but highly necessary. He will find that the schools are a vast

complicated public service that engages the service of loyal and competent professional men and women. He will appreciate how difficult it is to keep the administration of a school system upon acceptable levels of discipline, good order, and efficiency. And he certainly will find how much harm is done to the children of a community by careless reporting of school news and by hasty, unconsidered editorial comments.

The newspaper editor should be welcomed to board-of-education memberships. He cannot only render a useful service to the schools and to the community, but may serve as a beneficent factor in good public relations, correct erroneous impressions, and stimulate a more co-operative attitude on the part of the citizenship. Yes, the editor is welcome!

Winning School-Bond Issues

IN RECENT years a number of school-bond issues of a meritorious character presented to a voting constituency for approval, have met with a most regrettable defeat. In some instances, the school authorities were, as the result of an adverse public opinion, placed in a difficult position in providing safe and sanitary housing for the children under their jurisdiction.

The taxpayer has become more insistent than ever before that the cost of government shall come down. Hence he has scrutinized items of maintenance and operation in budgets, as well as capital cost, as reflected in bond issues in a spirit of opposition.

When it is considered that the defeat of most meritorious school projects was brought about by pressure groups well organized and officered, the question may well be asked whether the counterresistance was properly planned and directed. In other words, was the argument for a laudable school project as ably championed as was the cause of the opposition?

The average member of a board of education does not relish a public contest. He prefers to perform his administrative duties in a quiet and unostentatious way, and let the public judge for itself whether the job of governing the school system on the whole is well performed. He feels that it is not within his province to coax and persuade a community to respond to its duty to support the schools adequately. He feels that he is willing to comply with the ordinary duties which are implied in the school-administrative service. But to be called upon to combat public opinion in a militant way is usually more than he has bargained for.

And yet when it comes to projects and problems dependent on the public approval, it remains that some agency must be put into motion that will inform the taxpayer as to the needs of the school and will invite his approval.

In recent years much has been said and written on the question of public relations as applied to the administration of the schools and the cultivation of public sentiment in their behalf. Here it remains that the immediate activities of the schools, as well as the cause of popular education, must be carried to the public.

Some interesting contests took place during the past year where the school authorities in a systematic way impressed the public mind with the needs of the schools and in consequence, met with a surprising success at the polls. Where the public is adequately informed and the affirmative arguments are clearly and convincingly presented, the schools usually win the day.

Getting Your Money's Worth in School Jewelry

J. E. Nancarrow¹

The prudent school administrator is constantly on the alert to protect his pupils against fraud. He knows that some cases have been reported in which high-pressure salesmen have appeared before student committees and sold inferior school jewelry at unreasonable prices. His desire is to defend his proteges against such practice in order that they may not be fleeced. He raises the question, "How can I properly safeguard my pupils in their purchase of school jewelry?"

How Protection Can Be Secured

For the purpose of giving all pupils the maximum of safety in their purchases of school jewelry, and to guard against the evils which some unscrupulous salesmen have injected into the business, the following procedures are recommended:

1. Each school should adopt a standardized design for all school rings and pins.

2. All school rings and pins should be purchased through a local jeweler.

3. All contracts for school jewelry should be limited to a period of one year.

4. A standard bid form should be adopted and used. It should be changed as conditions warrant.

5. Each year, one or more articles of jewelry, purchased under the contract for that year, should be assayed by the United States Mint.

6. Each administrator should become familiar with the provisions of the United States Stamp Act.

If the student body has not selected a standardized design, the problem will make an excellent project for the student council. The student council should solicit ideas from the whole student body and might, perhaps, offer a prize for the best plan which is submitted. The sketch should symbolize, and have some relation to, the institution as a whole, and not represent any one class or any one individual connected with the school. It should be arranged so that each year the class numerals can easily be changed. The student council might sort out the best proposals and recommend certain of them for adoption; however, the whole student body should have the opportunity to vote on and decide this important question.

Dealing with Local Jeweler

It is good practice to deal with a local jeweler because he is reliable, and is a taxpayer, hence, interested in the local schools. He is able to give better service, since he can arrange to come to the school building and take the measurements for the rings. The outside jeweler is not shut out, since he can enter his bid through the local man. Experience has shown that, if all retailing jewelers in your city are invited to bid, the school will buy at a moderate price. They believe that school business is good advertising for the future, hence, the margin of profit is usually very small.

Contracts for school jewelry should be limited to a period of one year so that, as

conditions change, a school can feel free to act. Contrary to the general belief, very little money is saved by making a contract for a longer duration than one year. A certain school had a five-year contract, dated May 23, 1930, with a large and popular manufacturing jeweler, to furnish rings to the school at a price of \$6 each. On November 6, 1933, the school was notified that, as a result of the increase in the price of gold and the increase in the cost of labor, it was necessary to change the price as stated in the contract from \$6 to \$7 per ring. No doubt, this same procedure was used in many other cases.

Standard Bid Form

A standard bid form can be so designed that, when properly executed, it can also serve as a term contract. Important items which should be included in any contract follow:

1. The length of time for which the contract is to run.

2. A complete description of each article.

Example: The large ring shall weigh $4\frac{1}{2}$ dwt. and shall be made of yellow gold, which gold shall assay a fineness of not less than 10 karats. It shall contain a black onyx stone of the same specifications as contained in the large ring on file at the _____ school. The black onyx stone shall weigh not more than $\frac{1}{5}$ of a pennyweight. The ring shall be of the protected stone construction.

3. The initials shall be engraved on the inside of the rings and the backs of the pins without extra charge.

4. Each article shall be guaranteed against defects in material and imperfect workmanship for an indefinite period, and any faulty article shall be repaired free of charge.

5. A sample of each article shall be sub-

mitted to the school and be kept by them. Each article, sold under the contract, shall be the equal of the corresponding sample.

6. The company shall pay \$10 to the school for the purpose of having at least one article assayed by the United States Mint.

7. The final date and time for the filing of bids should be stated in the contract.

8. The bidder should sign his name to each page of the contract.

9. The school should reserve the right to reject any and all bids.

In order that the school may get full value, it is advisable to have one or more articles assayed by the United States Mint. The article should be addressed and sent to the Mint at Philadelphia. The usual charge for assaying is \$3. If the Mint submits the results in the form of fineness of parts per thousand such as .406, the fineness can be changed to karats by multiplying the fineness by 24.

Provisions of the Stamp Act

Each administrator should become familiar with the provisions of the U. S. Stamp Act. Section 2, Chapter 720, of the Coinage Laws of the United States, is in part as follows:

That in the case of articles of merchandise made in whole or in part of gold or of any of its alloys so imported into or exported from the United States, or so deposited in the United States mails for transmission, or so delivered for transportation to any common carrier, or so transported or caused to be transported as specified in the first section of this Act, the actual fineness of such gold or alloy shall not be less by more than one half of one karat than the fineness indicated by the mark stamped, branded, engraved, or printed upon any part of such article.

In the example which is listed under the suggestion No. 2, which should be included in any contract, it will be noted that the ring must assay a fineness of not less than 10 karats. In the ordinary contract which calls for 10 karats of gold, a leeway of one half karat is legal. To avoid such fluctuation, the contract may be written so that it is possible to have articles actually containing 10 karats

(Concluded on page 94)



New School-Board Members, Washington, D. C.—Left to right: Charles D. Drayton, Mrs. Henry Grattan Doyle, Dr. Frank W. Ballou, superintendent, Col. West A. Hamilton, and Miss Ethel Gimberg, secretary to Assistant Superintendent H. A. Smith. She administered the oath of office. Drayton and Hamilton are the new members. Mrs. Doyle began another three-year term.

¹Principal of Williamsport, Pennsylvania, High School.

TYPISTS SAY:- it's Easy Touch!

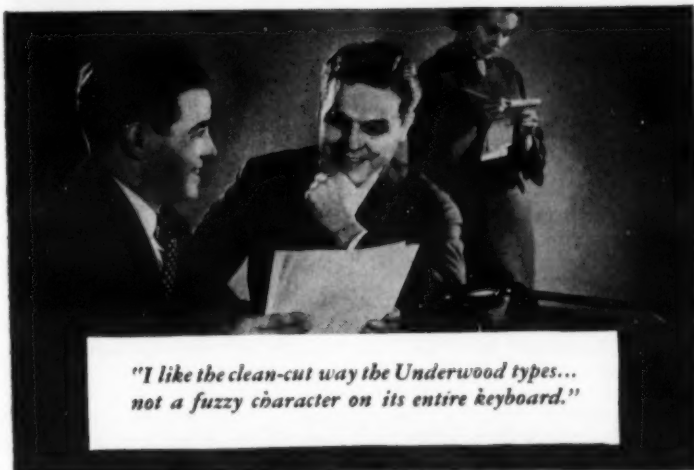


"I'm fresh as a daisy at closing time. The Underwood never tires you out."

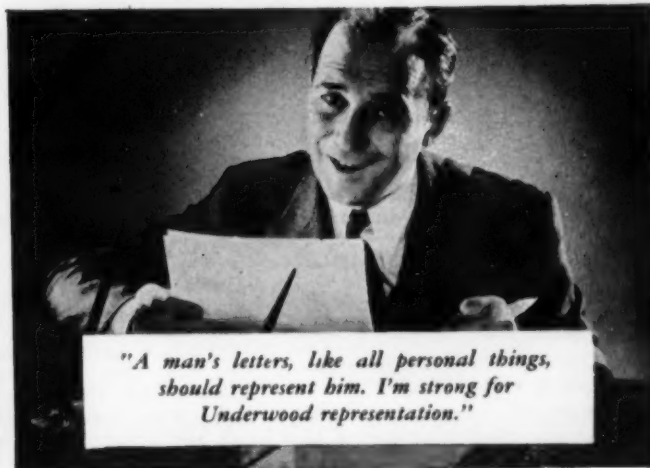


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"I like the clean-cut way the Underwood types... not a fuzzy character on its entire keyboard."



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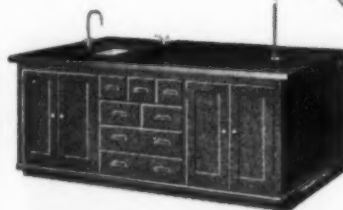
Representatives in Principal Cities



Drawing Table
No. BL-94



Lincoln Science Desk No. D-503



Instructor's Table No. F-1100



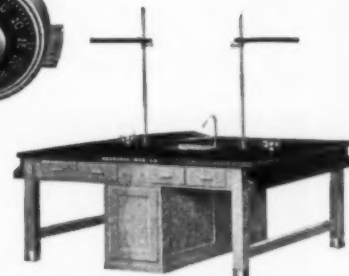
Ever-Hold
Adjustable Stool
No. E-1824



Storage and Display Case
No. BL-50



Combination
Padlock
No. K-45A



Combination Science Table No. D-601

School Law

RECENT COURT DECISIONS ON TEACHER INTERESTS

A number of important court decisions affecting the interests of the teaching profession have been rendered in recent months.

A case brought by Epstein, an instructor, against the board of examiners for the board of education of New York City, dealt with the question of the teacher's license, and resulted in a decision covering the following points:

The failure of a college to recommend its graduates for a teacher's license is no justification in law for the refusal of such a license, since graduation constitutes sufficient recommendation in itself.¹

An applicant must not be denied a license to teach in the public schools solely because of the applicant's economic or political views, or lawful expression of such views.¹

The evidence was held insufficient to establish that an applicant for a teacher's license had, in articles for a college paper, advocated the forcible overthrow of the government or had been guilty of otherwise criminal utterances justifying the refusal of a license.¹

The board of examiners may require an applicant for a teacher's license to have strong and scrupulous sense of honor and moral values, more than mere honesty.¹

The determinations of educational authorities, in passing on an application for teachers' licenses, exercised in fair and reasonable discretion, will be interfered with by the court only on a showing that the authorities have refused proper hearing, or have acted arbitrarily, or in violation of the applicant's legal rights.¹

The exhaustion of remedies within the depart-

ment of education will not preclude an applicant for a teacher's license from obtaining relief in the courts against an improper refusal of a license.¹

Where a license to teach has been refused by the New York Board of Examiners, except in cases of clear violation of legal rights, the courts will review such a decision only after a hearing held before the Board of Examiners, and an unsuccessful appeal therefrom to the State Commissioner of Education, wherein records of the hearing were kept, and only where the claim is made that a fair opportunity to present issues in controversy has not been afforded, or that action of authorities was arbitrary, without basis in fact, or in violation of law.¹

The Question of Renewing Certificates

A case brought by Seamonds, a teacher, against School District No. 14, Fremont County, Wyoming, for dismissal on failure to secure a renewal of certificates to teach, resulted in a series of interesting court opinions, as follows:

A teacher whose certificate to teach, required by statute, had expired, was herself required to obtain a renewal of certificate, and the school district was not required to do anything on her behalf to obtain the renewal under the Wyoming revised statutes of 1931, § 99-130, 99-131.²

A teacher who was dismissed after failing to obtain a renewal of her expired certificate within the time allowed by the district school board, was held not entitled to recover compensation for the school year for a breach of the contract, even if the teacher had the requisite credits to obtain another certificate, in view of the statute, providing that a person who does not hold a certificate shall not teach and receive compen-

¹Epstein vs. Board of Examiners of Board of Education of City of New York, 295 N. Y. Sup. 796.

²Seamonds vs. School Dist. No. 14, Fremont County, 68 Pacific reporter (2d) 149, Wyo.

sation for teaching, and that the state board of education shall be the judge of the teacher's qualification.²

The expiration of a teacher's certificate was held an "annulment," by the operation of its own terms, within a contract providing that the teacher should keep herself qualified, and that if her certificate should be annulled, the teacher should not be entitled to any compensation from and after the time of annulment.²

A teacher who was dismissed after failing to obtain a renewal of the expired certificate within the time allowed by the district school board, was held not entitled to recover compensation for the school year for breach of contract, under the state education board's regulation that in future certificates would not be dated back to legalize teaching done before the earning of a credit on which the certificate is based, where no certificate has been issued which was dated back or attempted to legalize any past teaching.²

Teacher Tenure

An Indiana court, in a case involving the question of teacher tenure, rendered the following decision:

Under the Permanent Teacher's Act which was applicable to all school corporations and which was repealed by a subsequent act insofar as it affected the township schools, and under the act authorizing the consolidation of schools of the township and towns or cities of the fifth class, a teacher of a consolidated school was entitled to be recognized as a permanent teacher, since a consolidated school, for all practical purposes, is a town or city school corporation.³

Inefficiency vs. Tenure

In a case recently decided at Los Angeles, Calif., involving the dismissal of a teacher, the court

³Ind. acts of 1927, c. 97; Burns's annotated statutes of 1933, § 28-1220 to 28-1228, 28-4307. Harris vs. State ex rel. Allen, 8 Northeastern reporter (2d) 594, Ind.

(Concluded on page 60)

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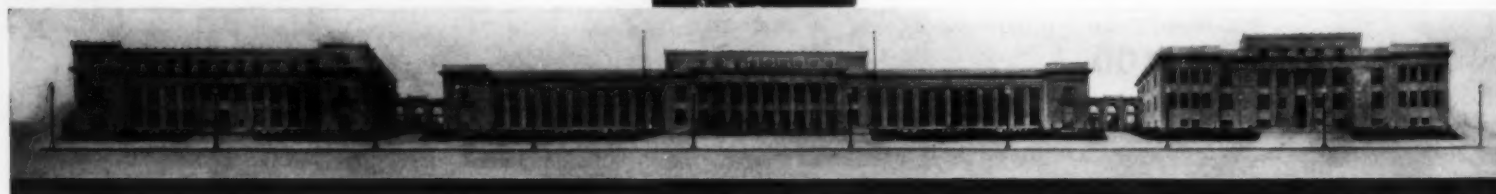
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(Concluded from page 58)

held that a school teacher is an "employee" and not an "officer," as respects his removal.⁴

A complaint charging a school teacher sought to be removed under statute, with a lack of knowledge of the subject matter, lack of organization, lack of control of pupils, failure to control his temper, lack of courtesy, failure to accept suggestions and to co-operate with fellow workers and lack of self-control, is sufficient notice of charges against the teacher.⁴

The removal of a school teacher is an administrative act, notwithstanding a statutory requirement that the removal can be had only after charges are preferred and heard.⁴

Under a California statute, the complaint of a governing board need not formulate dismissal charges against a teacher in its own language, but can set forth charges filed with the board.⁴

A notice charging a school teacher with incompetency consisting of a lack of knowledge of the subject matter, a lack of organization, a lack of control of pupils, failure to control his temper, lack of courtesy, failure to accept suggestions and co-operate with fellow workers, and lack of self-control is sufficient compliance with the statutory requirement that a teacher be given notice of incompetency prior to the filing of dismissal proceedings.⁴

Allegiance of Teacher

At Eureka, Calif., a case was decided, involving the question of allegiance in which the court said:

The violation of a teacher's oath of patriotism and allegiance, prescribed by the California school code justifies the revocation of his credentials and constitutes "unprofessional conduct," within

⁴Calif. school code, § 5.652, as amended by the statutes of 1935, p. 1886. *Board of Education of City of Los Angeles vs. Ballou*, 68 Pacific reporter (2d) 389, Calif. App.

⁵*Board of Education of City of Eureka vs. Jewett*, 68 Pacific reporter (2d) 404, Calif. App.

the meaning of the provisions of the California code governing dismissals, sec. 128 of the school code, as added by the California statutes of 1931, p. 690.⁵

CHILD DELINQUENCY REDUCED IN UNITED STATES

The children's bureau, of the United States Department of Labor, in its recent annual report, shows that the trend in the delinquency rate for boys has been downward since 1930. The report covered 18 courts reporting from 1927 to 1934, and 30 courts reporting from 1929 to 1934, and 42 courts serving areas with 100,000 or more population reporting in 1933 and 1934.

A drop of 26 points in the New York City rate, reported between 1933 and 1934, was attributed primarily to a lessened intake of cases concerning the acts of carelessness and mischief in one Borough.

The rates for girls were slightly higher in 1934 than in 1933, but the increase was not important, and suggests that the downward trend of the past few years has been checked.

POMONA, CALIFORNIA, SCHOOLS RE-ORGANIZED FOR SCHOOL YEAR 1937-38

The public schools of Pomona, Calif., have been reorganized on the six-four-four plan for the school year 1937-38. In the beginning, several plans were proposed for relieving the crowded condition in the senior high school. The school was seriously overcrowded, with more than 900 pupils in the senior high school and 300 in the two junior-college years, and all of these were housed in a building with a capacity for 1,200. One of the plans proposed was the purchase of a site and the building of a new junior-college plant. There appeared little hope of realizing that aim since the district was already bonded to its capacity and school districts could not bond themselves in excess of 5 per cent of their assessed valuation.

Following a study of the problem with prominent educators, the board voted to adopt the six-four-four plan of organization. With a very small expenditure the board found that it was possible to reorganize the two junior high schools so that they would be able to accommodate satisfactorily the students of the tenth grade.

The board of education and the administrative officials are convinced that the six-four-four plan is sound and that when it is in full operation it will solve all of the educational needs of the city schools. A number of problems connected with the curriculum, administration, and the like, remain to be solved. The work of reorganization is being carried out with the co-operation of Dr. F. C. Wooten, acting head of the department of education of Claremont college, near Pomona. Active direction of planning has been the work of Supt. Emmett Clark.

COMMITTEE ACTION

There is a growing tendency throughout the country to reduce or eliminate special committees of the board, so that the board of education may act in committee meeting as a whole. This tendency has raised the professional status of the superintendent and has placed upon him definite responsibility for bringing to the board as a whole complete and detailed information concerning all the problems affecting the schools.

It further gives the superintendent greater help in solving these problems, since he has the advice of all the members of the board and not that of a small committee. There is a further advantage in the whole committee form of organization since it avoids the tendency that each committee becomes a subboard whose reports are merely passed on in a perfunctory manner by the board as a whole. Furthermore, the interests and information of board members are somewhat restricted to the area served for a committee, thus giving rise to jealousies and friction among board committees. — T. C. Holy.

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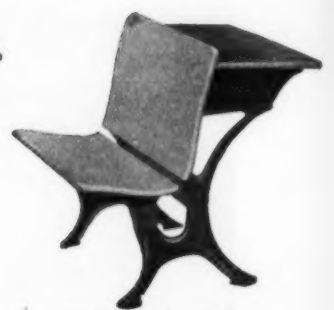
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School Administration News

CHANGES IN EVENING SCHOOLS

The board of education of Pittsburgh, Pa., has approved new regulations governing the evening schools during the 1937-38 school year. The evening-school calendar has been changed so that the close of the first semester and the opening of the second will occur about February 1, paralleling that of the day school. This necessitates the opening of the fall semester on or about October 11, with the exception of the Schenley Evening High School, which will start on September 13.

The evening-school curriculum has been liberalized in two ways: (a) In point of subject matter in order to meet the demands of new fields in industry by adding such subjects as the trade-training department recommends; (b) By setting up a plan for community-center discussion groups or panels under trained leaders employed by the board.

A trained counselor has been employed to cover one or more of the general evening schools who will not only be a counselor to students but will strive to make employment contacts, act as a co-ordinator with pupils and employers, and assist the evening-school principal in the proper educational adjustment of day-school drop-outs.

The spirit of the evening community center is to be emphasized so that its influence and leadership may not only promote socials, plays, motion pictures, lectures, and musicals, but that it may also take leadership in promoting general discussion groups, child study, parent education, library appreciation, study of current events, and musical and art activities.

In order to meet the demands of people of various communities, and to fit in with the irregular hours of employment, the evening-school schedule has been made as flexible as possible.

The present requirement of three nights a week for certain subjects has been changed from a requirement to a recommendation, and opportunity has been given for classes for one or two nights per week, depending upon the existing demand in the several communities.

PROPOSE SCHOOLS FOR SUPERIOR PUPILS

Associate Superintendent John L. Tildsley of the New York City school system, who has recently urged the establishment of a school for superior students in the old Maxwell Teachers Training College building, has asserted that ultimately schools of this type will be established throughout the city.

Dr. Tildsley, in his report to Supt. Harold G. Campbell, has explained his plans for the organization of the new schools, which are to be conducted in specially built schools of the country-day-school type. Dr. Tildsley is convinced of the need of these schools as a means of preventing potential leaders and creators of the high-school student body from becoming commonplace graduates.

Under Dr. Tildsley's program, the buildings would be small and inexpensive, accommodating only 2,000 pupils to insure individual instruction. There would be a number of small rooms, with a capacity of 10 or 12, with chairs and tables, the number depending on the classwork.

Dr. Tildsley's purpose is to restore the prestige of the Boys' High School and the Girls' High School in Brooklyn, two schools which were once conducted as schools for superior pupils, and which enjoyed for years a reputation for hard work and high scholarship.

NEW HIGH-SCHOOL AID LAW BENEFITS WISCONSIN SCHOOLS

High schools, graded schools, and rural schools in Wisconsin will receive an estimated \$1,210,000 more for state aid in 1937-38 than they received in 1936-37 as a result of the passage of the new High-School Aid Bill.

High schools will receive \$354,400 in flat aid

and \$963,600 for the 127,985 pupils in average daily attendance. This amounts to an increase of \$1,143,000 over the old aid law. The flat \$200 per-high-school-year aid and the per-pupil aid for resident pupils will be retained by the district, but the per-pupil aid for tuition pupils must be returned to the district in which the tuition pupil resides.

State graded schools will receive about \$65,000 more under the new law. The remaining 533 state graded schools not giving high-school courses will receive the usual \$125,000 in state aid. Legislation affecting elementary schools remains unchanged, granting \$250 state aid per teacher, plus a maximum aid of \$350 per teacher.

The total budget appropriations are \$5,200,000 a year, or \$100,000 more than in the last budget law.

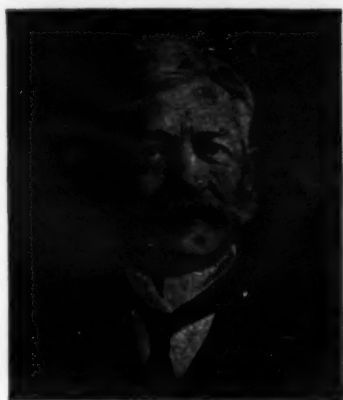
CHANGES IN IOWA SCHOOL-BUS REQUIREMENTS

A new section has been added to the Iowa motor vehicle code, effective on July 4, 1937, which contains special construction requirements for all school busses after September 1, 1939. Under the new requirements, the bus body must be painted a lemon-yellow color with black fenders.

There is to be only one compartment: a door or doors at least 30 in. wide, and 48 in. high, the lower panels of which are to be composed of safety glass. The front door or doors must be operated by the driver.

The law provides that there shall be one emergency door in the rear, 20 in. wide and 48 in. high, provided with a safety catch not controlled from the driver's seat but protected from accidental release. There must be ample windows on both sides and ends, and ample roof ventilators.

All school busses must be equipped with a hot-water radiator or hot-air radiator. Hot-air heaters must be guarded with one-half inch meshing wire. Fuel tanks must be located, filled, and drained outside of the bus body. Bumpers must be fastened directly to the chassis.



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School Board News

A NEW TYPE OF SCHOOL-BOARD REPORT

School boards who have complaints against the local press on the score of inaccurate reports of the meetings will be interested in a new type of "story," published in the *Standard-Star*, of New Rochelle, N. Y. The reporter confined himself to the facts of the meeting held July 6, even to the point of recording the time of each incident:

SCHOOL-BOARD SCHEDULE Minute-by-Minute Record of Discussion

The board of education's discussions at its monthly meeting in Huguenot School last night were carried out in the following timetable:

9:35 P.M. — Emerges from session of Committee on Teachers, Rules and Regulations.

9:35 to 9:40 — Meeting convenes. Roll call.

9:40 to 9:45 — President George M. Davis welcomes Herold C. Hunt, new Superintendent of Schools.

9:45 to 9:51 — Superintendent Hunt responds to welcome and urges to be given support in taking over all administrative duties.

9:51 to 9:56 — Correspondence read. New Rochelle Art Association given use of school for scholarship-raising fund. Dr. Alex J. Chilko, in letter, urges board to get behind movement for county school for deaf children. Mr. Hunt requested to look into the matter.

9:56 to 9:58 — Corporation Counsel's office advises against appealing peremptory writ of mandamus for \$200 increment procured by William Thomas, principal of Lincoln School. Charles H. Lane instructed to take matter up with Corporation Counsel's office.

9:58 to 9:59 — Receives paper regarding Vinton W. Mitchell's Supreme Court application for a *certiorari* order against board relative to his suspension. Matter referred to Corporation Counsel's office.

9:59 to 10:02 — Receives complaints from Betsy Ross Nicol about use of Jefferson School playground on Sundays. Matter referred to Building and Grounds Committee. Democratic Club through Werner S. Hammesfahr, inquires about need of enclosing playgrounds with high fences.

10:02 to 10:04 — Approval of minutes of past special and regular board meetings.

10:04 to 10:05 — Finance Committee report.

10:05 to 10:09 — Teachers Committee report accepted.

10:09 to 10:18 — Discusses and approves return of Mrs. Sally Totten to position in Building and Grounds Department upon doctor's report she had recovered from illness sufficiently to assume duties.

10:18 to 10:29 — Discusses bids for waterproofing work on three school buildings. Contract for \$7,275 awarded to Brisk Waterproofing Company.

10:29 to 10:37 — Alfred N. Hackman reads report of Insurance Committee following survey of buildings. Decides to hold in abeyance recommendation for increasing policies.

10:37 to 10:53 — Mrs. B. Harold Brod reports on stationery and supply bids. Contract awarded to Peckham, Little, and Company, Inc., in sum of \$3,975.

10:53 to 10:55 — Mrs. Charles P. Oliver reports lunchrooms netted \$232.41 in May which will be placed in equipment fund. Commends work of Mrs. Dorothy Landry King in school lunchrooms. Board approves Mrs. Oliver's motion to increase Mrs. King's pay from \$2,300 to \$2,500.

10:55 to 10:58 — Mr. Hackman reads Carpenter's Union letter announcing increase of carpenter wages from \$10 to \$12 a day. Board approves increase. Board votes to purchase \$950 worth of paper hand towels and \$450 worth of paper bath towels for schools.

10:58 to 11:10 — Charles H. Noxon, Jr., reports on new set of bylaws, urging abolishment of present standing committee system.

11:10 to 11:13 — Board sanctions temporary employment of clerk in Building and Grounds office at \$100 during August.

11:13 to 11:20 — President Davis responds to Mr. Hunt's opening remarks, pledging board's support and tolerance.

11:20 — Meeting adjourns.

BOARDS OF EDUCATION

♦ Fort Scott, Kans. The board of education has voted to adopt the teachers' retirement plan, which is permitted by law for teachers in first-class cities of the state. The board has provided \$3,000 in its annual budget for the purpose. Of that amount, \$1,200 will be raised by a 1-per-cent assessment on teachers' salaries, and \$1,800 will be obtained by a tax levy of three tenths of a mill.

The budget, as adopted, provides for a 10-per-cent increase in the present salaries of teachers and other employees in the school system. This is the second restoration of salary cuts.

♦ Alton, Ill. Upon the suggestion of the instruction committee, the school board has voted to employ a registered graduate nurse as attendance officer for the schools. The attendance officer will give part time to work as a school nurse.

♦ Wyandotte, Mich. The board of education has proposed the creation of the position of business manager.

♦ Toledo, Ohio. The board of education has ordered a complete survey of the city school system. It is expected that the survey will be undertaken by officials of the Ohio State University at Columbus.

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♦ Fall River, Mass. A five-day week for employees of the school department has been proposed by C. F. Lapointe, a member of the school board.

♦ Lebanon, Ohio. The board of education has approved a teacher-exchange plan, as a means of providing wider experience for teachers in the schools. Under the plan, a teacher in the second grade will go to Deer Lodge, Mont., while the teacher in that city will come to Lebanon.

♦ Sioux City, Iowa. The board of education contemplates the purchase of a building in the downtown section for use as administrative offices for the public schools. The present offices in a school building are said to be unsuited and lacking in space.

♦ Erie, Pa. The school board has approved a recommendation that principals be given permission to deviate from the standard set in matters pertaining to their individual schools. Under the new policy, principals will be given liberty to regulate subjects, class schedules, and extra-curricular activities according to the requirements of the particular school.

♦ Dallas, Tex. All school children at the opening of the schools were weighed and measured by representatives of a Texas college in an effort to determine standard measurements for children of school age. Similar tests will be conducted throughout the country.

♦ Elizabethtown, Ky. A Smith-Hughes agricultural department has been established in the White Mills School.

♦ East Chicago, Ind. Plans have been completed for expanding the program in the field of corrective physical education. It is planned to employ a full-time teacher to take charge of remedial work, such as care of defective spines, round shoulders, and malformation in bones. It is expected that suitable exercises will be offered that will tend to correct and cure these deformities. In former years, the schools have carried on splendid work in sight conservation and hard-of-hearing classes.

♦ A course in safety education has been introduced in the schools of Fountain County, Indiana,

for the school year 1937-38. The course will be limited for the present to the eighth grade and will require the use of a special textbook.

♦ Washington, Ind. Under the direction of Clyde Parker, superintendent of schools, a six-six plan of organization has been placed in operation in the city schools. Under the plan, each of the three grade schools will comprise six grades, while the junior and senior high schools will be conducted as six-year high schools.

♦ Springfield, Ill. The board of education has decided to retain the clause in the teacher's contract which sets forth that "a teacher who marries during the term of the contract is automatically dismissed." It was voted to adopt the same contract as was in force during 1936-37. One of the teachers had appealed to the board to strike out the clause. The board held that to strike out the clause would be impractical and unfair to a number of teachers who had left their positions because they had married.

♦ East Chicago, Ind. The board of education has adopted a plan, proposed by the local teachers' committee, providing for sick benefits for all teachers. Under the plan, teachers will be eligible to receive full pay for six days of absence per school year on account of personal illness or injury, death in the immediate family, and quarantine. Pay for absence will be cumulative for five years or not to exceed thirty days. All teachers must submit satisfactory evidence for cause of absence.

♦ Fort Scott, Kans. The board of education has adopted a resolution, establishing a teachers' retirement system as authorized by the 1935 state legislature. Under the resolution, the salary of each teacher is assessed 1 per cent as their share of the fund for each year. The board will levy three tenths of a mill to provide the district's share of the fund, amounting to one and one-half times the contribution of the teachers.

♦ Salina, Kans. Teachers in the city schools will shortly begin taking part in the teacher-retirement-fund plan, provided for by the state legislature. The board of education has approved the plan, which means that a sum of \$6,000 will be

set aside each year for the fund. Under plan B, approved by the teachers, the board will pay 3 per cent and the teachers 2 per cent, on the basis of the salary of each individual.

♦ Grand Rapids, Mich. The board of education has raised the sick leaves for school employees from five to ten days each year, and has made it cumulative over a period of years to thirty days. While the cost of sick leaves has ranged from \$8,000 to \$12,000 over the last three-year period, the cost of the new order will be reduced because of a new rule requiring the passing of a physical examination. The action was taken in behalf of teachers who have good attendance records over a period of years and who may be compelled to take a long leave because of illness or an accident.

♦ Peoria, Ill. A budget appropriating \$1,587,604 for expenses of the school system next year, has been adopted by the board of education. The new budget represents an increase of \$37,104 over the estimate for 1936-37. For taxes, the board adopted a levy, calling for \$1,030,000 for the educational fund, and \$412,000 for the building fund, a total of \$1,442,000. The total tax levy is \$38,000 higher than that for the year 1936-37.

♦ Cedar Rapids, Iowa. The board of education has prepared a budget for the year 1938, calling for \$916,750. The last year's estimate totaled \$873,951. The figure for 1937-38 is the largest since 1934-35, when the expenditures for all funds totaled \$1,145,418. The estimate of total expenditures for all funds in 1938 is \$1,118,890, as compared to \$1,081,061 last year. The largest increase was in the expenditure for instructional expenses in day classes of \$691,000, as compared with \$630,761 last year.

CONVENTION DATE SET

The California School Trustees' Association has announced that its 1937 meeting will be held in Fresno, October 8 to 9. The program is under preparation by Mr. John J. Allen, Jr., president, and Mrs. Florence C. Porter, secretary, Bakersfield, Calif.

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Dependability
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A QUIZ on AIR and LIGHT

Q. What window, developed recently, affords unusual fresh air ventilation for the schoolroom, with greater speed, ease and flexibility in opening and closing?

A. The Fenestra, "Dalmo-Fenmark" window.

Q. How is it designed?

A. It has several ventilators, one above another, all of which slide down from the top while projecting out at the bottom.

Q. How does it operate?

A. Ventilators are so connected that those

above may be opened by opening the ventilator at the sill; or the sill vent may be closed, leaving upper vents open. By reopening the sill vent, all are automatically reconnected, and may be closed by shutting the sill vent.

Q. What about the light?

A. Constructed of steel sections, the Dalmo-Fenmark window admits the maximum amount of daylight for the size of the window selected—much more than ordinary bulky, double hung windows.

... The Dalmo-Fenmark window protects the interior against rain, even when open. Shaded ventilators act as awnings. Window may be screened. For complete information, write Detroit Steel Products Co., 2254 East Grand Boulevard, Detroit, Mich.

Note: Pictured above is a classroom in the Louis G. Maire School at Grosse Pointe, Mich., equipped with Dalmo-Fenmark windows. O'Dell and Rowland, Architects.

Fenestra MODERN SCHOOL WINDOWS

School Building News

♦ Knoxville, Tenn. The county school officials of Knox County have received notice that the Federal Government will allow \$202,500 toward the financing of a \$450,000 county school-building program. The program calls for new buildings for Karns and Halls high schools, new elementary buildings at Riverdale, Blue Grass, and Bearden, and more than twenty repair and additional school projects.

♦ Simsboro, La. The contract has been let for a new school building project in Lincoln parish. The project is the first in a parish-wide building program, made possible through the sale of \$260,000 in bonds by the parish board.

♦ North Little Rock, Ark. The school board has completed the erection of an addition to the McRae School, giving it a combination auditorium and four classrooms. The addition was completed at a cost of \$12,000. Other projects were a new Negro school, repairs to the white elementary school, and the installation of a new boiler in the junior high school.

♦ Austin, Minn. The voters recently approved a school-bond proposal, calling for a bond issue of \$100,000 for building improvements. The proceeds of the bonds will be used for building an addition to the Lincoln elementary school, for additional classrooms, and a gymnasium. During the past summer, the board completed an extensive building program, involving an expenditure of \$300,000. All of the buildings were occupied with the opening of the school term. The building program was financed with a bond issue voted a year ago, and by a PWA grant of \$111,150.

♦ Council Bluffs, Iowa. Upon the recommendation of its building committee, the board of edu-

cation has voted to cancel \$332,500 worth of insurance on the school buildings, dated January 1, 1936. The insurance will be rewritten and distributed among the thirty-four agents. The rewriting was necessary to keep the block intact, since the school district has its insurance arranged to fall due at the rate of one third each year.

♦ Alvin, Tex. The school board has awarded the contract for the construction of a number of school projects, to cost approximately \$400,000. The program comprises a junior-high-school building, a grammar school, a gymnasium, and a shop building.

♦ Burlington, Iowa. The board of education has purchased a site for a new school. Construction work will be started in September.

♦ Bluefield, W. Va. Construction work will be started on two new schools and additions to two schools, the work to be completed at a cost of \$150,000.

♦ Charleston, W. Va. The Kanawha County board of education has begun plans for an extensive school-building program, to involve a cost of \$2,200,000. Approximately \$1,830,000 will be expended on schools for white pupils, and \$288,900 on schools for colored pupils. A trade school will also be erected, at a cost of \$66,000.

♦ Wichita, Kans. Plans are going forward for the operation of a new school-building program, to cost \$547,000. The construction work will be financed with a PWA grant.

♦ Rock Island, Ill. The board of education has completed a \$1,000,000 high-school building and a new grade school.

♦ Chattanooga, Tenn. A new school-building project has been completed, at a cost of \$1,231,071. The program called for the erection of several new schools and additions to other schools. All of the work was conducted under PWA auspices.

♦ Timpson, Tex. The contract has been let for the first unit of the new school, to cost \$80,025. E. S. White, of Livingston, is the architect.

♦ Minneapolis, Minn. The school board has revised the plans for the northside high school

and will receive new bids. The cost of the building has been reduced to \$650,000.

♦ Pittsburgh, Pa. The telescopic mast type of ash hoist has recently been replaced as standard equipment by the platform elevator type of hoist. The new type of ash hoist has been installed in four buildings, at a cost of \$7,500 for the four installations. All of the older hoists will be removed as funds become available.

♦ Monroe, Wis. Plans have been completed for the new Monroe High School, to be erected at a cost of \$272,000. The board will ask for a federal grant of 45 per cent of the cost.

♦ Hartford, Conn. The board of education has begun plans for the erection of a new junior high school in the northeastern section, at an approximate cost of \$1,050,000.

♦ Green Cove Springs, Fla. A new four-teacher school has been erected, to replace the Clayhill School, destroyed by fire.

SCHOOL-BUILDING CONSTRUCTION

During the month of July, 1937, Dodge reported a total of 490 educational buildings, for which contracts were let in the sum of \$15,771,100. Of these buildings, 436 were school and college structures, to cost \$13,058,400; 36 were libraries and laboratories, to cost \$10,551,500.

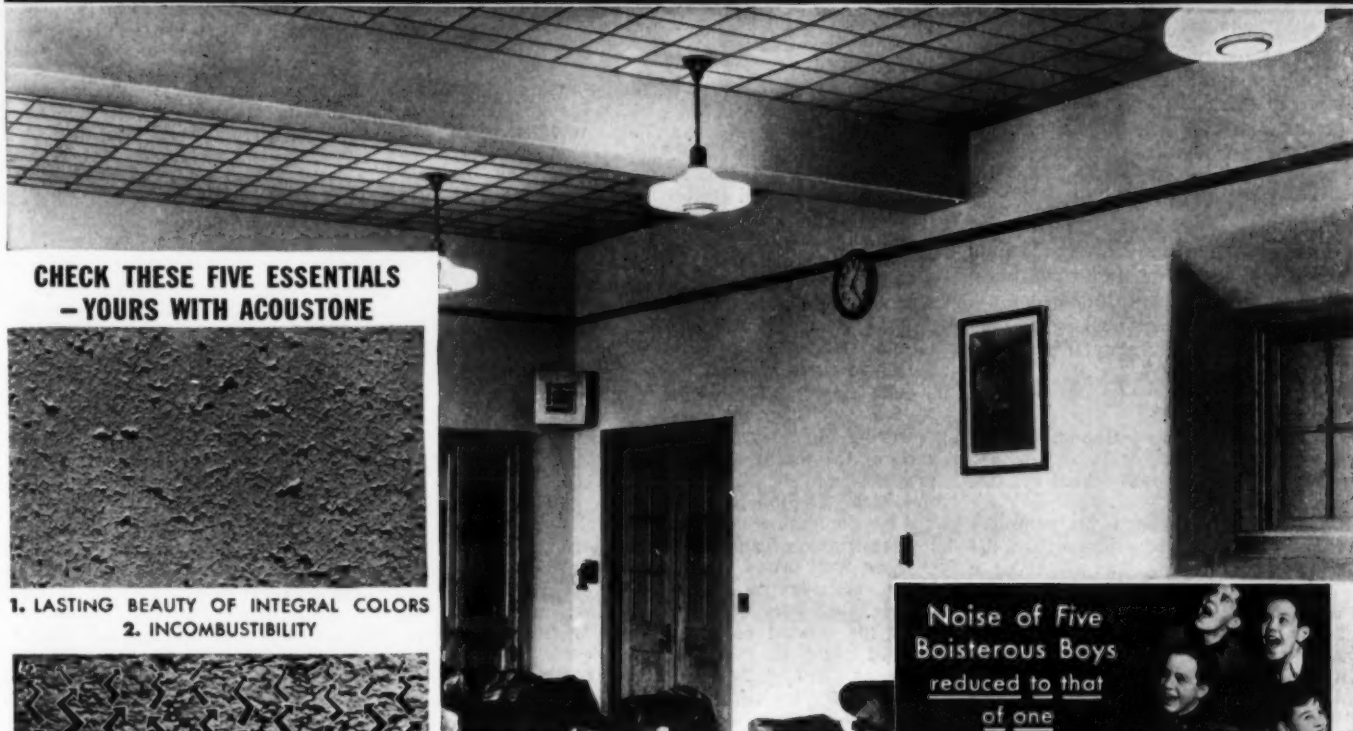
In 11 states west of the Rockies, a total of 18 projects were reported, to cost \$723,300. Twenty additional projects were reported in preliminary stages, to cost an estimated \$1,510,500.

SCHOOL-BOND SALES

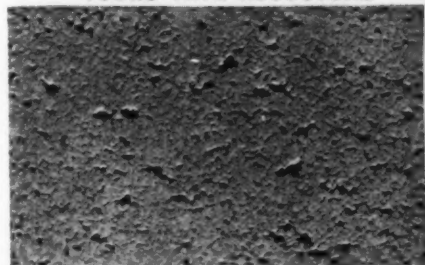
During the month of July, a total of \$6,498,050 of sales of school bonds were reported. The average rate of interest for all of these bonds was 2.94 per cent.

During the same period, refunding and funding bonds and short-term notes were sold, in the amount of \$807,830.

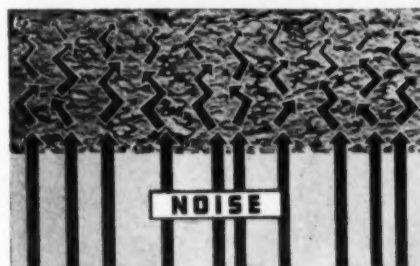
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School Administration in Action

A FUNCTION OF SCHOOL BOARDS

Supt. E. W. Ireland, of Somerville, Mass., has well said that the definite function of school boards is to direct the public-school system, "to lay out its educational and financial policies, and to ascertain that its duties are fulfilled." The last-mentioned function is achieved largely through record keeping, financial and child accounting, and through adequate reporting. School accounting and reporting viewed in this light and used to prove the merit of the board's work, and of the service given by the schools to the community is not an empty means of self-satisfaction, but has very real social and governmental values. It suggests the need of making all accounting significant and of "following through" upon finding which reveal educational shortcomings, or financial waste, or even penurious economy. In other words, reports are tools for self-examination and genuine educational progress.

PER-CAPITA COSTS IN CITY SCHOOLS IN 1935-36

Since 1933 there has been a continuous upward trend in expenditures for education in the approximately 300 large city public-school systems of the United States.

The U. S. Office of Education, in its pamphlet No. 70 (1937) recently issued, shows that the total cost per pupil in average daily attendance in 310 city school systems in 1936 was \$102.73, which is a substantial increase over the previous three years. The average cost reached its lowest level in 1933, when it was \$87.65 per pupil in average daily attendance. In 1934 this cost was increased to \$94.05, or a gain of 7.3 per cent; in 1935, it reached \$96.18, or an increase of 2.3 per cent; and in 1936, the average cost was \$102.73, or an increase of 6.8 per cent over the year 1935. In 1933, only 11 cities, or less than 4 per cent of the cities studied, showed increased costs over 1932; in 1936, 185 cities, or more than 86 per cent, expended more per pupil than in 1935.

Major Items of Current Expense

The items of current expense are (1) general control, which covers administration of the schools as a whole, including salaries and expenses of the school board and school officials; (2) instruction, including salaries and expenses of supervisors, principals, and teachers, cost of textbooks, and supplies; (3) operation of plant, including salaries and supplies of janitors, engineers, and other building employees, and cost of fuel, light, and water; (4) maintenance of plant, which covers repairs and replacements to building and fixtures; (5) co-ordinate activities and auxiliary agencies, including field workers in promotion of health and enforcement of attendance laws, transportation of pupils, etc.; (6) fixed charges, covering rent, insurance, taxes, and payments made to pension funds.

Average, Highest, and Lowest Costs in 1936

The total cost per pupil in average daily attendance in the 310 city school systems in 1936 was \$102.73. The average for the cities of Group I (over 100,000 population) was \$107.19; for Group II (30,000 to 100,000 population) \$90; for Group III (10,000 to 30,000 population) \$70.84; and for Group IV (2,500 to 10,000 population) \$72.23. Of the \$107.19 total cost in Group I, \$3.41, or 3.2 per cent, went for general control; \$83.13, or 77.5 per cent, for instruction; \$9.83, or 9.2 per cent, for operation of plant; \$3.97, or 3.7 per cent, for maintenance of plant; \$2.71, or 2.5 per cent, for co-ordinate activities and auxiliary agencies and \$4.14, or 3.9 per cent, for fixed charges. Three cities in the State of New York—Albany, Rochester, New York, led the cities of Group I in the highest expenditure per pupil; the lowest per-capita cost in Group I was in Memphis, where it was \$45.30. The cost

of general control in Group I ranged from 94 cents in Norfolk to \$6.24 in Boston; instruction, from \$38.23 in Memphis to \$113.46 in Albany; operation of plant, from \$3.17 in El Paso to \$16 in Rochester; maintenance of plant, from 81 cents in El Paso to \$12.04 in San Francisco; co-ordinate activities and auxiliary agencies, from 20 cents in Birmingham to \$8.82 in Indianapolis; and fixed charges, from no expenditure in 4 cities—Milwaukee, Norfolk, Somerville, and Worcester, to \$11.47 in New York City.

During the past six years, the average cost per pupil for current expenses for the four groups combined reached its highest point in 1932, when it was \$113.03, and its lowest point in 1933, when it was \$87.65. There has been a constant increase in total pupil cost since 1933, being \$94.05 in 1934, \$96.18 in 1935, and \$102.73 in 1936. Although many of the cities of 100,000 population and more reached their highest point in 1932 at \$118.61 per child, cities of less than 100,000 population reached their highest pupil cost in 1930, when it was \$104.93 in cities of Group II; \$86.80 in cities of Group III; and \$91.07 in cities of Group IV.

Cost Per Pupil for Each Current Expense Item

During the six-year period, the pupil cost for each of the major items of current expense was greatest in 1930 in all cities, except those of the highest population group. In cities of the highest population group, the greatest pupil cost for instruction, auxiliary agencies, and fixed charges was in 1932. During these years, the lowest cost of all items, excepting instruction, was in the cities of Group III, where it was \$2.60 for general control, and \$7.77 for operation of plant in 1935; and \$1.45 for maintenance of plant. \$1.69 for auxiliary agencies, and \$1.24 for fixed charges in 1933.

Per Cent of Increases in Average Cost Per Pupil

Since 1935 there has been a decided increase

in each item of current expense in the average city of the combined groups. This increase ranged from 5.8 per cent in the cost of operation of plant to 15.5 per cent in the maintenance of plant. There was an increase of 10.7 per cent in the cost of general control; 6.2 per cent in cost of instruction; 11.3 per cent in auxiliary agencies; and 7.6 per cent in fixed charges. The increases resulted in an average increase of 6.8 per cent in the total cost per pupil. All items of current cost in the four city groups showed an increase over similar cost in 1935, with the exception of fixed charges in Group II cities, where there was a decrease of five tenths of one per cent.

Distribution of the School Dollar

The study showed that the average city of each of the four groups of 10,000 population and over expended more than three fourths of its school dollar for instructional purposes. The proportion expended for these purposes decreased as the size of the cities decreased, being 77.5 per cent for cities in Group I; 77.3 for cities in Group II; and 75.1 for cities in Group III. The cities in Group IV expended 69.8 per cent for instructional expenses. The item of current expense for operation of plant, which was least in cities of 100,000 population and over, increased as the cities decreased in population, the per cent in Group I being 9.2; in Group II, 11.3; in Group III, 12.5; in Group IV, 12.9.

Per-Capita Costs for 100 Days

To eliminate the effect of varying lengths of the school year on per-capita costs, the current costs per pupil in 45 cities of 100,000 population and over were reduced to a standard term of 100 days. These cities are arranged each year in a descending series according to the highest cost per pupil. Fort Wayne, a median city of these 45 in 1930, with a total cost of \$55.91 per pupil, became the twenty-sixth city in 1932, with a cost of \$52.36 per pupil; in 1933 it dropped to the twenty-seventh city, with a cost of \$46.15; in 1934 with a cost of \$43.46, Fort Wayne rose to the twenty-second place in the list; in 1935, with a further decrease of \$3.44 per pupil, it dropped to the thirty-first place; while in 1936, it dropped to thirty-fourth place among the 45 cities even though it increased the cost by \$1.36 per child.



Gary's New Board of Education.—The board of education of Gary, Indiana, was in response to a new law increased from three to five members. Front row left to right: Edward W. Schaaf, Edward T. Doyne, Mrs. James A. Patterson. Standing: Donald I. Milliren, Superintendent W. A. Wirt, and Auditor A. Howard Bell. The picture does not show Dr. James A. Craig, who was re-elected Secretary. He was confined to a hospital with illness. Mrs. Patterson was elected President.

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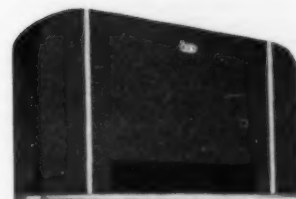
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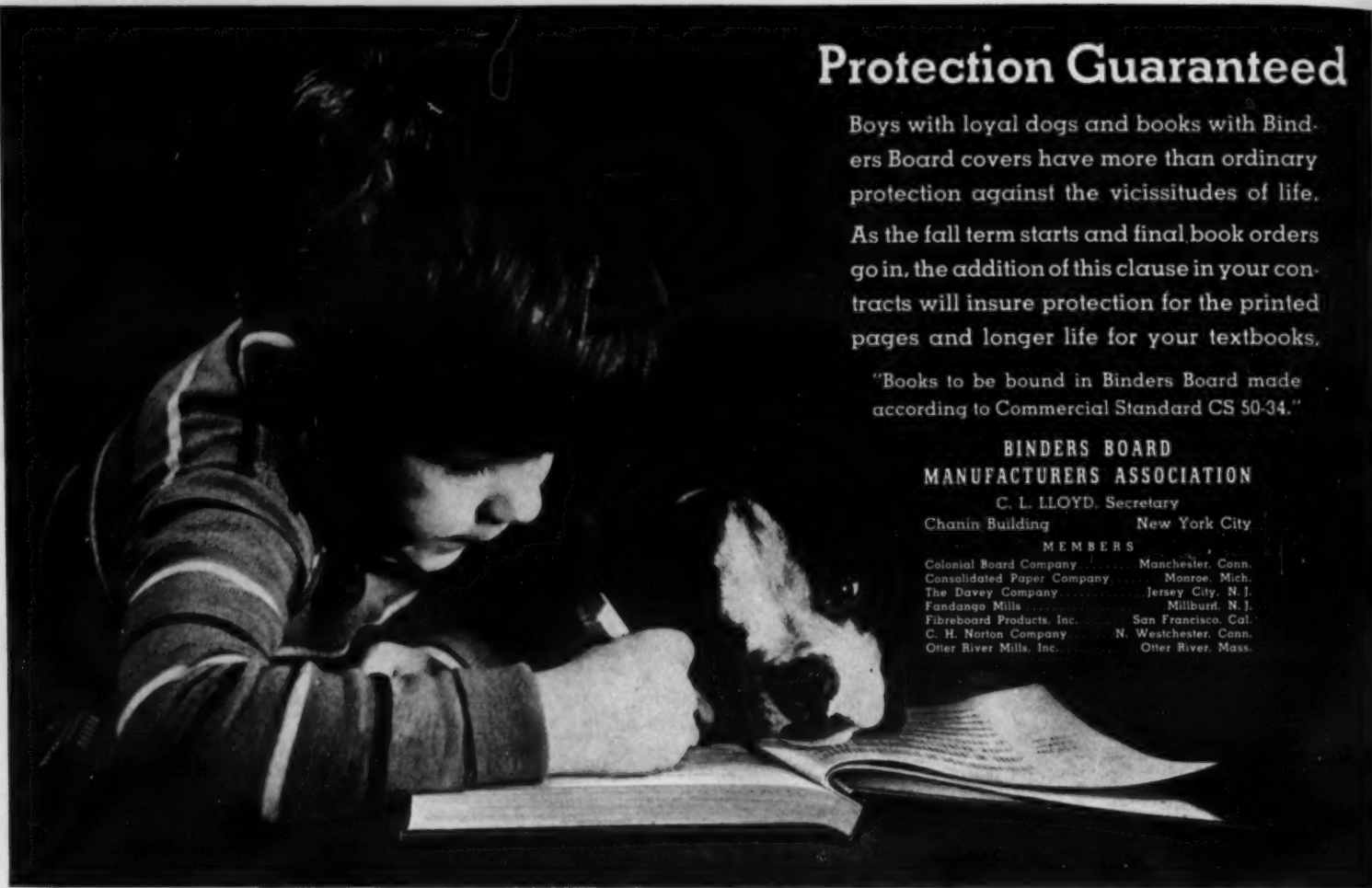


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ANNOUNCE PROGRAM NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION

The officers of the National Council on Schoolhouse Construction have announced the completion of arrangements for an important meeting of the Council in Columbus, Ohio, from October 20 to 23.

The meeting will take place in the Neil House, Columbus. President T. C. Holy, of Ohio State University, will preside. At its first session the group will listen to reports of the several liaison committees and current committees.

The sectional meetings will open on Thursday, October 21. Dr. W. W. Carpenter, of the University of Missouri, will discuss the topic, "Window Arrangement and Light Distribution." George D. Coons, of the School Buildings and Grounds Division, Albany, N. Y., will talk on "Observations on Artificial Illumination of Classrooms." Doyt Early, of the Division of School Planning, State Education Department, Sacramento, Calif., will take for his subject, "Color Lighting and Acoustics of Classrooms." H. W. Schmidt, Supervisor of Buildings, State Department of Instruction, Madison, Wis., will discuss "The Glass-Block Type of Classroom Lighting." W. G. Eckles, Director of School-Building Service, State Department of Education, Jackson, Miss., will talk on the subject, "What Constitutes Adequate Classroom Lighting." Mr. H. W. Schmidt, of Madison, Wis., will present the report of the Committee on Standards.

Mr. J. W. Brooker, of Frankfort, Ky., will have charge of the meeting on Friday, October 22. Raymond V. Long, director of the Division of School Buildings, State Department of Education, Richmond, Va., will talk on "Long-Range Planning for School Buildings." Don C. Rogers, of the Bureau of Building Survey, board of education, Chicago, will discuss "Contributions of a Building-Research Bureau to the Planning of Elementary Buildings." A. G. Corbin, Deputy Superintendent of Buildings, Board of Education, Yonkers, N. Y., will talk on "The Design of Public School No. 26." Guy E. Wiley, assistant chief, Bureau of Buildings and Grounds, board of education, Milwaukee, Wis., will take for his subject, "The Function of an Architect." M. L. Altstetter, educational specialist, Co-operative Study of Secondary-School Standards, will discuss "Plant Standards of Secondary-School Accrediting Associations."

The afternoon session on Friday will be in charge of N. E. Viles, Jefferson City, Mo. Thomas J. Higgins, assistant director, Bureau of Building Survey, board of educa-

tion, Chicago, will discuss "Planning Schedules for the Needs of the Community." S. L. Smith, Director of Southern Schools, Julius Rosenwald Fund, Nashville, Tenn., will talk on the subject, "Improvement and Beautification of Rural Schools." David H. Sutton, Director of the Division of School Finance, State Department of Education, Columbus, Ohio, will take for his subject, "The Scope and Purpose of the Study of Local School Units in Ohio." Alice Barrows, specialist in School-Building Problems, United States Office of Education, Washington, will talk on "Room Layouts for Libraries." Henry L. Smith, Dean of the School of Education, Indiana University, Bloomington, will talk on "The Schools of the Orient" at the evening session.

The Saturday morning session will be opened by G. E. Irons, Cleveland, Ohio, with a talk on "Population and Enrollment Forecasting." J. Fred Horn, Director of the School-Plant Division, Austin, Tex., will discuss "The New London School Disaster." W. F. Credle, Director of the Division of Schoolhouse Planning, Raleigh, N. C., will take the subject, "The Utilization and Operation of School Swimming Pools."

PROGRESS IN SCHOOL ACTIVITIES IN GALENA, ILLINOIS

The board of education of Galena, Illinois, recently approved the annual report of Supt. Stanley R. Finifrock, which presented information relative to the progress and achievement of pupils, textbooks and course of study, extra-curricular activities, teacher personnel, buildings and grounds, administrative and supervisory duties of the superintendent, and relations of the board and superintendent. The report included a program for the immediate and long-time improvement of the school system.

A number of the superintendent's recommendations were approved for immediate acceptance. A new department of vocational electro-mechanics has been organized in the high school to meet the requirements of the Smith-Hughes Law. A new report card has been devised for the elementary and junior high schools, which places the major emphasis upon individual improvement and rates individual pupils according to their capacity for achievement. The purpose of the new plan is to stimulate in pupils an ambition to work to the maximum of his or her individual ability.

A testing program carried on during the past school year has revealed a need for a reorganization of the reading program in the higher grades. Beginning with the new school year, the reading program is being improved with supplementary reading material. The major emphasis in the higher grades will be placed on silent reading, with occasional tests for measuring progress in speed and comprehension.

ANNOUNCE 1937 BOOK WEEK

"Reading—the Magic Highway to Adventure," will be the theme of the programs during the 1937 book week, to be observed throughout the country from November 14 to 20.

In announcing the 1937 book week, the observance will emphasize the books of imagination rather than factual books, the golden legacy of stories, poetry, and history which writers of the past have provided for children of today, and the books by modern authors which give them wide horizons and new perceptions.

Many phases of classroom work will be linked with plans for book week. Reports of class projects and assembly programs are given in the new *Book Week Bulletin*, along with suggestions for 1937 events interpreting the "magic-highway" theme.

NEWS OF SCHOOL OFFICIALS

- DR. J. W. THOMSON has been elected president of the school board at Garrett, Ind.
- MR. HERMAN POPE has been elected president of the school board at Hobart, Ind.
- MR. THOMAS H. HOOD has been elected president of the school board at Columbia City, Ind.
- MR. GEORGE A. LITCHARD has been elected as president of the school board at St. Ignace, Mich.
- MR. VAN E. BLANTON has been elected president of the Dade County school board at Miami, Fla.
- MR. JAMES PALMER has been re-elected president of the school board at Ceresco, Mich.
- The board of education at Topeka, Kans., has re-organized, with the election of Mrs. D. L. McEachern as president; Col. R. R. Baer as vice-president; HERBERT ARMSTRONG as business manager; Miss Marion Lacy as secretary; and Miss Elizabeth Donaldson as treasurer.

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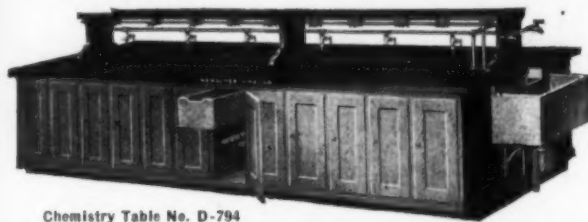
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ANNOUNCE PROGRAM OF NATIONAL ASSOCIATION OF PUBLIC-SCHOOL BUSINESS OFFICIALS

Mr. John S. Mount, president of the National Association of Public-School Business Officials, has announced the tentative program for the twenty-sixth annual convention of the Association, to be held October 11 to 15, in Baltimore, Maryland.

The meeting will open on Monday, October 11, with visits to the educational institutions of Baltimore and other points of interest in the city. In the evening there will be a buffet supper, sponsored by the exhibitors' association, and the formal opening of the exhibits.

The Tuesday meeting will be opened with addresses by the president of the Baltimore board of education and by Mr. R. W. Hibbert, vice-president of the Association. Following the appointment of committees and the election of new members, there will be reports from the various committees, the award of souvenir pins to past presidents, and the address of President John S. Mount.

The Program Tuesday, October 12

- Progress of the States in Attaining Uniformity*—H. F. Alves, Washington, D. C.
- New Developments in Accounting Practice*—Gustave A. Moe, chief of field staff in survey of cost of education, Albany, N. Y.
- What a Business Division Can Do for a School System*—David E. Weglein, superintendent of schools, Baltimore, Md.
- Modern Aspects of School-Building Design and Materials*—W. K. Harrison, architect, New York, N. Y.
- Modern Trends of School Planning as a Result of Changing Curriculums*—N. L. Engelhardt, Columbia University, New York, N. Y.
- Air Conditioning the School Plant*—J. L. Carlisle, St. Louis, Mo.
- Selection of Equipment and Supplies*—W. E. Strickler, Pittsburgh, Pa.
- Central Storage in Smaller Cities*—W. N. Decker, Altoona, Pa.
- Simple Tests for Materials*—H. Spillman Burns, Baltimore, Md.
- Reconditioning Buildings*—Edwin F. Nelson, Hartford, Conn.

State Insurance for Public Liability and Property Damage—John T. Cate, business manager board of education, Glendale, Calif.

Selection and Supervision of Janitors in a Small City—Edmund Stevenson, Kearny, N. J.

Plant Operation—H. H. Linn, Columbia University, New York, N. Y.

The Accrual System—H. A. Bell, Gary, Ind.

Nonconformity in Cost Distribution—H. S. Mitchell, Dearborn, Mich.

Accounting for Extracurricular Activities—A. L. Wiles, director of the budget, Detroit, Mich.

Wednesday, October 13

Financial Support and Business Administration for Extracurricular Activities—Dr. John Guy Fowlkes, University of Wisconsin, Madison.

Federal Aid for School Buildings—Dr. Sidney Hall, state superintendent of public instruction, Richmond, Va.

General Methods of Taxation—Prof. William J. Schultz, professor of school of business and civics, College of the City of New York.

Today's Problems in Financing Education—Dr. George D. Strayer, Teachers College, Columbia University, New York, N. Y.

Thursday, October 14

Publicity—Belmont Farley, director of publicity, National Education Association, Washington, D. C.

Training of Clerical Personnel—Dr. Sherman G. Crayton, New York State Inquiry, Albany, N. Y.

State Requirements and Control of Transportation—Dr. Charles H. Elliott, Commissioner of Education, Trenton, N. J.

Transportation: Its Relation to Education in a County Unit—Lloyd M. Theurer, Logan, Utah.

Transportation Problems in the Local Community—R. P. Orchard, Bedford, Ohio.

Transportation Hazards and How to Prevent Them—C. L. Wooldridge, superintendent of buildings, Pittsburgh, Pa.

Operation of Cafeterias from a Health Standpoint—Phyllis Sprague, State College, Pa.

Federal Standards for School Use—Dr. A. S. McAllister, Bureau of Standards, Washington, D. C.

What a Schoolman Should Know About Paint—Henry A. Gardner, director Institute of Paint and Varnish Research, Washington, D. C.

Cafeteria Management—Dr. Mary DeGarmo Ryan, Columbia University, New York.

Informal round-table conferences on New Construction and Maintenance, Operation, Accounting, Insurance, and Supplies.

Friday, October 15

Informal round-table conferences.

Fuel Management—Dr. A. M. McCullough, Fairfield, Conn.

Reports of directors of special-research committees.

School-Accounting Practice—Ira G. Flocken; Transportation—Joseph Miller, Jr.; Co-operation with the National Council on Schoolhouse Construction—N. E. Viles; Schoolhouse Floors—C. L. Wooldridge; Supplies and Equipment—R. W. Hibbert; Insurance—H. C. Roberts; Exchange Forum—H. S. Mitchell; Standards of School Lighting—W. C. Martin.

SCHOOL ADMINISTRATION NEWS

♦ Rockmart, Ga. Two new departments, music and vocational agriculture, have been added to the course of study for 1938. An attempt is being made to give all children some training in sight singing and music appreciation. Vocational agriculture and related subjects will be offered to boys.

♦ Port Jefferson, Ohio. A new reference library has been installed as part of the school system.

♦ The State Department of Public Instruction in Indianapolis, Ind., has announced new courses in commercial art, languages, and science for the next school year. Plans are being completed for a new safety course for the eighth grade and the first semester of the high school.

♦ Miami, Fla. The new five-member school board in Dade County has adopted a new policy in school administration placing more responsibility on the superintendent of schools. Under the new policy, all school matters must first be submitted to Supt. James T. Wilson, then if he deems them of sufficient importance, they may be brought to the board's attention. It is required that the superintendent and R. L. Ellis, a member of the board, shall submit a report to the board on any needed reorganization.

♦ Peru, Ill. The board of education has adopted a new system of textbook distribution. Under the plan, textbooks will be rented to pupils, with the option of purchase at net cost if they so desire. The school board will purchase the books and rent them to pupils at one sixth of the net cost each semester, or one third of the cost each year.

Here's why Seal-O-San keeps wood floors clean—

UNDER a microscope your wood floor looks like a honeycomb with millions of wood cells. In some, you find dirt, in others, moisture, and in still others, signs of decay. Most of the cells, however, are empty. Remember these empty cells, for they cause most of your floor troubles.

Ordinary floor finish lacks the penetrating ingredients to reach these empty cells. It merely rests on the surface of the floor like a covering. Dirt, moisture and decay still remain within the floor. When the hard brittle surface finish wears away, more and more empty cells are exposed to collect ground-in dirt. That's why these floors always appear unclean.

Contrast such unsatisfactory finishes with the cleanliness of Seal-O-San finish.

Simple preparation easily removes existing dirt from below the surface. As soon as Seal-O-San touches the floor, the thirsty wood fibres soak it up. Quickly, Seal-O-San penetrates deeply...fills every empty cell. Then it hardens to form an unbroken seal against dirt, moisture, or wear.

Notice that Seal-O-San becomes part and parcel of the wood. Thus, with all the cells filled, dirt and moisture must remain on the surface of the floor—permitting easy removal. Costly scrubbing is eliminated, daily cleaning ended.

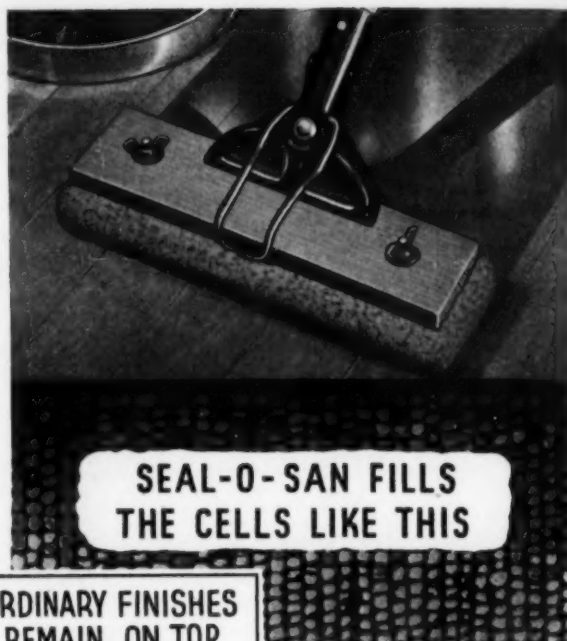
Investigate Seal-O-San today. Compare it for beauty—economy—durability. And when you see its spotless cleanliness, you'll agree that a Seal-O-San finish is exactly what you need for your school floors.

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SEAL AND FINISH FOR WOOD FLOORS



This shows what happens when you finish wood floors with Seal-O-San. Easily applied with a lambswool mop, the penetrating liquid quickly covers the surface and is drawn down into the wood cells, filling and sealing them—permanently. Dirt and moisture cannot penetrate the durable seal. That is why wood floors finished with Seal-O-San remain clean.

Ordinary floor finish merely covers the surface. When it wears away it leaves the wood cells exposed to dirt.

MANUFACTURERS OF LIQUA-SAN "C" LIQUID TOILET SOAP, THE SANA-LATHER FOAM TYPE SOAP DISPENSER, AND A COMPLETE LINE OF SANITATION SUPPLIES.

TEACHERS AND ADMINISTRATION

♦ Gretna, La. The Jefferson parish school board has ruled against the employment of married-women teachers. The names of nine teachers who are married, or about to be married, were omitted from the list of appointments for the new school year.

♦ Grand Rapids, Mich. The board of education has passed a rule that all teachers must pass a physical examination.

♦ South Hadley Falls, Mass. Under a new rule of the school board, women teachers who marry will automatically lose their positions.

♦ Greenwich, Conn. Under a new rule of the school board, teachers applying for positions in the schools must have had two years of teaching experience before they may be employed.

♦ A new teachers' tenure law has been passed in Wisconsin, which requires that all teachers in service for five years, beginning with August 1, 1938, shall be removable only for cause. All teachers after the year 1937-38 must have two years' training to receive appointment to a teaching position. Another law provides that school-board members shall be allowed \$4 a day and three cents a mile for attendance at school-board meetings.

♦ Washington, Ind. The board of education has adopted a progressive single-teacher salary schedule for the school year 1937-38. Under the schedule, the salary for individual teachers will be increased from 6 to 11 per cent. The increases will increase the amount of the school payroll period.

♦ Chicago Heights, Ill. Pay increases averaging more than 7 per cent have been given to teachers in the grade schools. The new salary schedule is dependent on the accuracy of the board's estimate of revenue during the next fiscal year.

♦ Grand Rapids, Mich. The board of education has voted to approve contracts for teachers, moving them up a step and a half on the schedule adopted last May. The increases vary in terms

of dollars and cents. A step and a half up on the schedule means an increase of \$150.



Mr. E. L. Bowsher
Superintendent of Schools,
Toledo, Ohio

Mr. Bowsher, who has been state director of education for Ohio, has accepted the superintendency at Toledo. He entered upon his new duties August 16.

BUILDING NEWS

♦ Talco, Tex. The voters have approved a school-bond issue of \$186,000, the proceeds of which will be used for the construction of a thirty-room school building.

♦ Atlanta, Ga. Construction work has been started on three school-building projects, to cost \$170,000. The largest project, the Laura Haygood School, will be completed at a cost of \$80,000.

♦ Tulsa, Okla. The school board has revised the plans for the Will Rogers School, to bring the bids within the amount of \$1,054,000 available.

♦ Palestine, Tex. The school board has begun plans for a large addition to the present junior high school, to cost \$103,000.

ANNOUNCE NEW PWA ALLOTMENTS FOR SCHOOL CONSTRUCTION

Secretary Ickes of the Public Works Administration has announced the approval of 280 allotments for school-construction projects, totaling \$18,033,000, in 41 states of the Union. The new allotments are intended to assist local school districts in the elimination of fire hazards in school buildings and in replacing school buildings no longer considered safe. Grants from the PWA made up the major share of the allotments, aggregating \$17,091,000 of the sum allotted.

The allotments are the first to be made in compliance with the act of Congress signed June 29, 1937, which extended the Public Works Administration two more years, for the purpose of creating permanent and useful public works for the benefit of unemployed men. The Public Works Administration, since its creation in June, 1933, has made possible the construction, alteration, or repair of 6,344 school buildings, estimated to cost \$550,000,000 through grants totaling \$214,000,000. More than a million and a quarter students were provided for as a result of the school-construction projects.

The projects for New York State will cost more than \$3,000,000 and will go to 20 towns.



In this reception room of Meharry Medical College, Nashville, Tenn., rubber tile provides a quiet, long-wearing floor of unusual beauty which harmonizes with other appointments.

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It is quiet and comfortable. The resilience of rubber tends to cushion footsteps and lessen fatigue.

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School Finance and Taxation

FEDERAL PROFIT ON BOND SALES

Administrator Harold L. Ickes, of the Federal Emergency Administration, has received a report from Charles J. Maxcy, chief accountant, which reveals that the Federal Government has profited \$11,326,385 through the sale of bonds accepted as security for the Public Works Administration loans to municipalities.

This is in addition to the \$20,648,798 turned into the federal treasury as interest collected from the borrowing cities, states, and counties which volunteered to build permanent schools and other public works to create jobs.

Up to July 27, 1937, the PWA had purchased a total of \$642,598,596 in municipal bonds including school bonds. It had placed bonds with the par value of \$488,813,509 with the RFC, and had retired or sold \$14,693,343 worth of bonds, leaving bonds on hand with a par value of \$128,082,743.

The sale of the bonds, accepted at par by PWA when the securities were going begging on the market, resulted in an average profit of \$27.69 per thousand. As a result of the rapid sales during the past two years, RFC now holds \$87,759,590 worth of bonds delivered to it by PWA.

FINANCE AND TAXATION

♦ Fargo, N. Dak. The school board has adopted a budget of \$487,657 for the school year 1938.

♦ Hutchinson, Kans. The board of education has prepared a budget, calling for \$534,062 for the school year 1938. Of the total, \$475,336 will be raised by taxation. This is \$56,000 more than was raised by the tax levy of last year. Of the total, \$432,093 will be devoted to the general fund, \$19,318 to the building fund, and \$52,751 to the bond and interest fund.

♦ St. Louis, Mo. A budget of \$12,232,995 has

been adopted by the school board for the school year 1938. The appropriations in the budget exceed the estimated income of \$11,219,625 for the year by \$1,013,369. The excess will be drawn from the board's surplus.

♦ Topeka, Kans. The board of education has adopted a budget of \$1,369,513 for the school year 1938. This is an increase of \$10,722 over the estimate for the year 1936-37. The increase is due in part to teachers' salary increases, increased cost of the teaching staff, and an increase in the teachers' retirement fund.

♦ Saginaw, Mich. During the past year, the school board effected a reduction of \$109,900 in the school district's bonded debt, which now totals \$603,000. Provision has been made in the budget for further bond retirements, which will cut the total indebtedness in 1938 to \$487,000.

♦ Peoria, Ill. A budget of \$1,587,604 has been adopted by the school board for the year 1938.

♦ Davenport, Iowa. The board of education has adopted a budget of \$507,696 for the school year 1938, representing an increase of \$74,410 over the estimate for the year 1936-37. The increased operating expenditure includes \$51,308 for salary raises, salaries of new teachers, and additions to the janitorial staff. The largest item is \$356,486 for instructional service, and \$67,784 for operating expenses.

♦ Pittsburgh, Pa. The committee on finance and administration of the board of education has voted to recommend a \$1,500,000 bond issue for financing a proposed new building program. The program will include additions and replacements at five schools. Application has been made for federal grants, totaling more than \$1,000,000, to assist in financing the construction work.

♦ Kalamazoo, Mich. The school board closed the fiscal year on June 31, with a cash balance of \$220,250 in the treasury. The balance includes \$82,285 which the board authorized to apply toward meeting the budget for the school year 1938. The balance exceeds that of a year ago by \$86,007.

♦ Sioux City, Iowa. The board of education has

adopted a budget of \$1,700,000 for the school year 1938. This is an increase of \$181,000 over the estimate of \$1,519,000 for the year 1937. The salary increases provided the largest item in the new budget and will cause the collection of an additional \$60,000 in taxes for education, bring the total tax levy to \$1,656,550 for the next year. Of the total budget, \$1,044,500 will be expended for teachers and principals.

♦ Erie, Pa. Supt. C. H. Grose has submitted a report to the school board, showing that a total of \$45,700 in teachers' salaries had been saved during the last school year, through a program of consolidating classes and increasing the teacher-pupil ratio where practicable.

♦ McPherson, Kans. The school board has adopted a budget of \$124,682 for the school year 1938. Of the total, \$91,893 is for the general fund, and \$32,789 for the bond and interest fund.

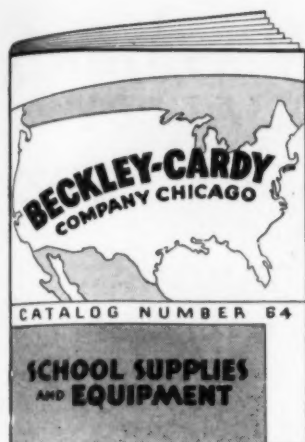
♦ New York, N. Y. The school budget for the school year 1938 has been set at \$159,243,957, which is a net increase of \$14,753,393 over the estimate for 1936-37. A total of \$749,300 has been set aside for salary increases for substitutes, clerks, and others, including some high-paid officials. An increase of \$2,920,000 has been provided for necessary repairs to the school plant.

♦ Hamilton, Ohio. The school board has adopted a budget for 1938, calling for \$913,465. Of the total budget, \$745,510 is for the general fund, and \$167,955 for the bond and interest fund. The budget for last year was \$708,160.

♦ Muscatine, Iowa. The school board has adopted a budget of \$177,277 for the school year 1938. This is in contrast with \$134,722 for the school year 1936-37. Increases in appropriations allow \$13,522 for salary increases, and \$2,500 for textbooks in the elementary grades.

♦ Milwaukee, Wis. The school board faces a deficit of \$500,000 in 1938, which will be met by economies and savings in expenditures amounting to \$330,000. The board had attempted unsuccessfully to secure an increase in its mill tax

(Concluded on page 78)



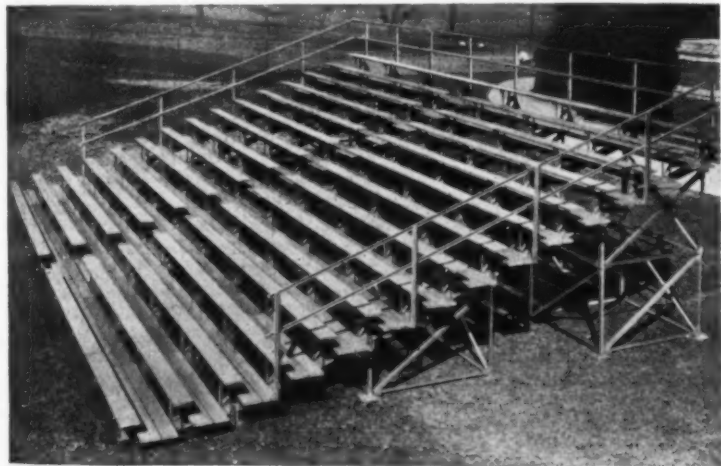
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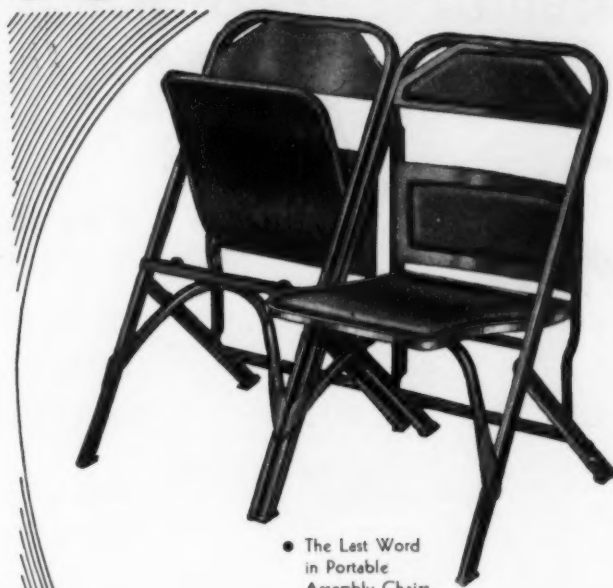
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(Concluded from page 76)

from the last legislature, which would have brought in \$500,000 in additional revenue.

♦ Lancaster, Ohio. The school board has adopted a budget of \$318,400 for the year 1938. This is an increase of \$50,000 over the last year's estimate of \$266,827. The increase will be used partly for increases in teachers' salaries.

♦ Grand Rapids, Mich. The board of education has approved a \$10,000,000 fire-insurance policy on the city school buildings, which will provide coverage for three years, at a cost of \$25,000. The removal of hazards and the wider use of fire extinguishers, is expected to reduce the cost of the policy to approximately \$20,000.

♦ Oklahoma City, Okla. The school board has made arrangements with the Liberty National Bank, by which a \$118,000 back-salary judgment will be paid over a five-year period instead of three. The arrangement also allows a saving of \$4,600 in interest. The bank holds the judgment given by court decision when teachers in 1933 sued for back salaries.

♦ El Paso, Tex. The board of education has adopted a budget of \$1,086,000 for the school year 1938, which is an increase of \$100,000 over the estimate for the year 1936-37. The increase is due to the teachers' salary restorations.

♦ Ames, Iowa. The board of education has adopted a budget of \$229,000 for the school year 1938, which is an increase of \$14,000 over the estimate for the last year. The increase is attributed to the restoration of teachers' salaries, the increased cost of supplies, and the restoration of \$20,000 to the general budget which was borrowed from the building fund in 1935.

♦ Syracuse, N. Y. The school board has prepared a budget for the year 1938, calling for an increase above the estimate of \$4,037,365 for the year 1937. The higher budget is due to increased labor, maintenance, and repair costs.

♦ The school board of Emporia, Kans., has adopted a budget of \$276,076 for the year 1937-38. This is an increase of 10 per cent over the

1936-37 estimate. The higher budget is due to increases in teachers' salaries, increased cost of repairs, library expenses, power and light.

♦ Manhattan, Kans. The school board has adopted a budget of \$223,095 for the school year 1938, as compared with an estimate of \$212,737 for the year 1936-37. The largest item is \$130,972 for instructional service.

♦ Pensacola, Fla. The Escambia County school board has adopted a budget of \$633,152 for the school year 1938. The budget does not include \$67,874 for payment of interest and sinking fund obligations, and \$783,636 for the bond construction fund. The largest item is \$448,355 for instructional service.

♦ Chicago, Ill. The board of education has called for \$2,364,300, the principal amount of the tax-anticipation warrants for immediate payment, together with interest totaling \$104,243. More than \$2,000,000 of the tax warrants were issued against the 1936 educational fund.

♦ Grand Forks, N. Dak. The school board has adopted a budget of \$268,700 with a sinking fund levy of \$52,293 for the school year 1938. The school tax levy will provide \$199,500 for administrative purposes.

♦ Hot Springs, Ark. The school board has adopted a budget of \$219,000 for the year 1937-38. This is an increase of \$2,000 over the estimate for 1936-37. The largest item is \$126,000 for instructional service. The board has allowed \$34,000 for the retirement of outstanding warrants, and \$18,000 for bond maturities.

♦ Iowa City, Iowa. A budget of \$208,740 has been adopted by the school board for the next school year. The budget is approximately \$60,000 less than last year's expenditure which totaled \$268,706. Of the total amount, \$189,400 will be raised by taxation.

♦ Quincy, Ill. The board of education has adopted a budget of \$600,000 for the school year 1938, providing \$412,278 for education purposes, and \$179,090 for the building fund.

♦ Springfield, Ill. The board of education has

adopted a tax levy for 1938, calling for \$750,000 for education purposes, and \$250,000 for building purposes.

♦ Morrison, Ill. The voters have approved an increase in the school-tax rate from \$1.38 to \$2. The increased rate gives the schools ample funds to repair buildings and to increase salaries. An extensive repair and improvement program was begun during the past summer.

♦ Waterloo, Iowa. The east-side school board has adopted a budget of \$366,500 for the school year 1938, which is an increase of \$25,000 over the estimate for the year 1936-37. The increases in the various departments raised the general fund budget from the \$286,500 approved a year ago, to \$311,500 for the year 1938. The budget for the schoolhouse fund remains at \$55,000. Of the total budget, \$340,000 will be raised by taxation.

♦ Iowa City, Iowa. A budget of \$208,340 has been adopted by the school board for the year 1938. The new budget is about \$60,000 less than last year's expenditure, which called for \$268,706. Of the total budget, \$189,400 will be raised by taxation. The largest item is \$146,557 for instructional expenses. The operation of the school plant will cost \$26,888.

♦ Youngstown, Ohio. The board of education has approved a budget of \$3,475,653 for the year 1938. This is an increase of \$50,545 over the estimate for the last year. The increase includes \$30,040 for textbooks, and an additional amount for salary increases and equipment replacements.

♦ Clinton, Iowa. The school board has adopted a budget of \$297,500 for the school year 1938. The largest item is \$208,750 for instructional expenses.

♦ Minot, N. Dak. A budget of \$178,559 has been adopted by the school board for the year 1938. This is an increase of \$5,060 over the estimate for the last year. The amount for instructional service is \$7,687 greater than the estimate for the year 1936-37. The appropriation for teachers' salaries has been set at \$120,559.

Another Weber Costello blackboard installation!

Oakvale Consolidated School at Oakvale, Mississippi as shown in this issue. Architect: E. L. Malvaney, Jackson, Miss. Superintendent: W. J. Sensing.



Blackboards throughout are VELVASTONE, providing a non-light reflecting and velvety writing surface on a rock-like base.

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Teachers' Salaries

EAST ST. LOUIS SALARY SCHEDULES

The board of education of East St. Louis, Ill., has adopted new salary schedules for elementary- and junior-high-school teachers, and elementary- and junior-high-school principals.

Under the schedule, teachers in the elementary schools will begin at a minimum of \$1,000. After two years of service, such teachers will advance at the rate of \$50 per year until the maximum of \$1,825 is reached at the end of the twenty-first year. During three years further, teachers with an A.B. degree will advance to \$1,850, \$1,875, and \$1,900.

Teachers in the junior high school will begin at a minimum of \$1,200. Beginning with the third year of service, such teachers will advance at the rate of \$70 until the maximum of \$2,250 is reached at the end of the seventeenth year. Teachers with an A.B. degree will advance during the subsequent three years at the rate of \$2,320, \$2,390, and \$2,440. During four further years, teachers with an M.A. degree will advance at the rate of \$2,490, \$2,540, \$2,590, and \$2,640 at the end of the twenty-fourth year.

Principals of elementary schools will begin at the minimum of \$1,800. Beginning with the third year of service, such principals will advance at the rate of \$100 per year until the thirteenth year is reached. During the next five years, they will advance at the rate of \$50 per year until the maximum of \$3,250 is reached at the end of twenty years of service.

Principals of junior high schools will begin at the minimum of \$2,000. Beginning with the third year of service, such principals will advance at the rate of \$100 per year until the maximum of \$3,300 is reached at the end of the fifteenth year of service. During the next four years they will advance at the rate of \$50 per year until

the maximum of \$3,500 is reached at the end of nineteen years of service.

Qualifications for Appointment

Under the rules governing the schedule, no applicant will be employed in an elementary- or junior-high-school teaching position unless he or she has obtained sixty semester hours of training in a teacher-training institution and has met the requirements for a limited elementary certificate.

Any teacher who has served one year at the initial salary will be reappointed for the following year at the same salary, and thereafter will be advanced annually subject to the rules governing the operation of the schedule.

Any teacher who has served one year at the salary of \$1,825, and who presents evidence of having been awarded a bachelor's degree from a teacher-training institution, will be advanced to the next step in the schedule, and after one year's service at that salary will be annually advanced until a maximum of \$1,900 is reached, provided that the advancement is in harmony with the rules governing the schedule.

Credit for Bachelor's Degree

No person will be eligible for appointment in the junior high school who does not hold a bachelor's degree from an accredited teacher-training institution.

Any teacher or supervisor who has served for one year at a salary of \$1,200, will be reappointed for the next year at a salary of \$1,200, and will be annually advanced according to the rules governing the operation of the schedule.

Teachers and supervisor not holding bachelor's degrees will be advanced annually on the schedule, under the rules governing the schedule, until a maximum of \$2,250 is reached.

Any teacher or supervisor who has served for one year at a salary of \$2,250, and who presents evidence of having been awarded a bachelor's degree, will be advanced to the next regular step on the schedule, and will be annually advanced until a maximum of \$2,440 is reached, provided

the advancement is in harmony with the rules governing the schedule.

Any teacher or supervisor who holds a bachelor's degree and who has served for one year at a salary of \$2,440, upon presenting evidence of having been awarded a master's degree from a teacher-training institution, will be advanced to the next regular step on the schedule, and will be annually advanced thereafter, until a maximum of \$2,640 is reached, the advancements to be subject to the rules governing the schedule.

TEACHERS' SALARIES

♦ Fort Scott, Kans. All employees of the city schools have received salary increases of 10 per cent for the next school year.

♦ Parsons, Kans. The school board has given 10 per cent salary increases to all teachers of the school staff.

♦ Pontiac, Mich. The school board has approved a \$100-a-year blanket salary increase for 410 teachers, together with special salary adjustments, bringing the total increase to \$48,225 for the next year. The additional special salary increases are for teachers who came into the system during the depression on a very low salary. The increase was made possible by the allocation of \$414,000 to the schools by the State of Michigan.

♦ East Chicago, Ind. The board of education has adopted a resolution, restoring all salaries of teachers to the 1931 level for the school year 1938. Under the plan, all teachers have been given average increases ranging from 7 to 10 per cent.

♦ Springfield, Ill. The new budget of the board for the year 1938 includes provision for a total of \$622,000 for teachers' salaries. Increases in salaries were given to two directors, a number of principals, and four instructors.

♦ Jacksonville, Fla. Teachers in Duval County will receive approximately \$25,000 more in salary next year, as a result of 2-per-cent increases in salary given by the county school board. Teachers' salaries in the new budget amount to \$1,310,863.



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News of Superintendents

MR. TOPE RETIRES

Supt. Richard E. Tope, of Grand Junction, Colo., who has resigned after twenty-seven years' service, has been made superintendent-emeritus. During his period of service, Mr. Tope had seen the enrollment increase from 1,800 to 3,800 pupils, and the high school grow from 320 to 1,022 students. The school plant has been increased with new buildings and additions to accommodate the increased school population.

Following Mr. Tope's retirement the administrative department of the Grand Junction schools, has been reorganized with the appointment of a number of young and well-trained men. Mr. J. Fred Essig, of Longmont, Colo., has been elected superintendent of schools. Mr. Horace J. Wubben, formerly vice-principal of the senior high school, has been named dean of the junior college. Mr. I. K. Boltz succeeds Mr. Wubben as vice-principal of the high school.

PERSONAL NEWS OF SUPERINTENDENTS

- Mr. LESLIE CHAMBERS has assumed his duties as assistant superintendent of schools at Oklahoma City, Okla.
- ARTHUR E. BURKE, of Turners Falls, Mass., has been elected superintendent of schools at Montague.
- SUPT. GEORGE W. WANNAMAKER, of Brunswick, Ga., is the new president of the local rotary club.
- OTIS E. HARVEY, of Bartow, Ga., has been elected superintendent of schools at Midville.
- SUPT. O. E. SHAW, of Ardmore, Okla., recently pursued a special course in school administration at Teachers College, Columbia University, in preparation for a doctor's degree in education.
- MR. D. STEWART, of Bristow, Iowa, has been elected superintendent of schools at Chapin. He succeeds I. L. Hoffman.
- MR. J. H. COOK, of Summerville, Ga., has been appointed State School Supervisor for Northwest Georgia.
- MR. W. M. WILSON has entered upon his duties as superintendent of schools at Barbourville, Ky. He succeeds D. M. Humfleet.
- DR. E. D. ROBERTS has been appointed associate superintendent of schools at Cincinnati, Ohio.
- MR. JOSEPH WAGNER has been elected superintendent of schools at Hartford City, Ind. He succeeds Paul Kelsay.

• Mr. WILLIAM K. DAVIDSON has entered upon his duties as superintendent of schools at Jackson, Ky. He succeeds J. W. Davis.

• Mr. O. E. HUDDLE, of Sonora, Ky., has been elected superintendent of schools at Campbellsville. He succeeds W. M. Wilson.

• MR. MARVIN HARGER, of Niles, Mich., has been elected superintendent of schools at Ravenna.

• MR. ARLO V. SKANK, of Caro, Mich., has been elected superintendent of schools at Reese. He succeeds Carl L. Strong.

• MR. M. E. SMITH, of Provincetown, Mass., has been elected superintendent of schools at Thompson, Conn.

• MR. ARTHUR B. WRIGLEY, formerly principal of the Boys' Vocational and Continuation School, Elizabeth, N. J., has been appointed State Supervisor for Trades and Industries in the New Jersey Department of Public Instruction.

• MR. M. W. CAROTHERS, formerly director of instruction at Tampa, Fla., has been appointed State Director of Education, with his headquarters at Tallahassee. Mr. Carothers has been succeeded by R. L. Carter, formerly director of instruction in Volusia County, and recently supervising principal for the Plant City schools.

• MR. F. G. WATERS has been elected superintendent of schools at Sunman, Ind.

• MR. EARL H. HANSON, formerly principal of the high school in Rock Island, Ill., has been elected superintendent of schools. He succeeds S. H. Berg, who has gone to Rockford.

• The school board of Topeka, Kans., has created the position of full-time psychological expert, with the appointment of Dr. HERBERT SHUEY, who was formerly on the staff of the Boys' Industrial School. It will be the work of Dr. Shuey to assist teachers with "problem" children in their classes, and to treat them scientifically so that they may adjust themselves to their problems.

• MR. W. P. PICKETT, of Cedartown, Ga., has been elected superintendent of schools at Guyton.

• MR. W. H. WILLIAMS, of Reidsville, Ga., has been elected superintendent of schools at Lyons.

• MR. L. M. HOLLAND, of Bronwood, Ga., has been elected superintendent of schools at Blakely.

• MR. ROLAND E. BROOKS, 63, for twenty-three years superintendent of schools at Albany, Ga., died at a hospital on July 12. He was a graduate of Emory University, Atlanta.

• MR. S. L. BEATY has assumed his duties as superintendent of schools at Rockford, Ohio. He succeeds H. W. Newton.

• Mr. R. W. LYNCH, of Crystal Falls, Mich., has been elected superintendent of schools at Port Austin.

• Mr. N. D. McCOMBS, of Muscatine, Iowa, has been elected assistant superintendent of schools in Des Moines.

• SUPT. L. M. HOSMAN, of Cameron, Mo., has been re-elected for a three-year term.

• MR. MYRON McCAMLY, of Union City, Mich., has been elected superintendent of schools at Sherwood. He succeeds J. D. Phillips.

• MR. L. H. DOMINICK, of Wahpeton, N. Dak., has been elected superintendent of schools at Fergus Falls, Minn. He succeeds R. L. Brown.

• MR. BLAKE BOLTON has been elected superintendent of schools at Dalhart, Tex. He succeeds L. H. Rhodes.

• MR. TOM M. CONRAD has been elected superintendent of schools at Fulton, Mo. He succeeds J. Tandy Bush.

• MR. C. L. JOHNSON has been elected superintendent of schools at Mellen, Iowa. He was formerly principal of schools at Clear Lake.

• MR. W. H. FASOLD, superintendent of schools in Albia, Iowa, died on July 11, after a service of fifteen years in the public schools. During his long service, Mr. Fasold saw the establishment of a junior college, the inauguration of the semiannual-promotion system, and the construction of an athletic field and gymnasium-auditorium. In the community he was active as a service-club member and in civic life in general. He was a graduate of Kansas City University and attended Iowa State College, the University of Iowa, and Harvard University.

• MR. ALBERT GROTH has been elected superintendent of schools at Alta Vista, Iowa. He succeeds T. C. Ruggles, who has gone to the junior college at Centerville, Iowa.

• MR. C. G. SHERMAN, of Blaine County, Okla., has been elected superintendent of schools at Watonga. He succeeds Leslie Chambers.

• MR. G. W. SPENCER, of Major County, Okla., has become superintendent of schools at Cleo Springs. He succeeds Evert Davis.

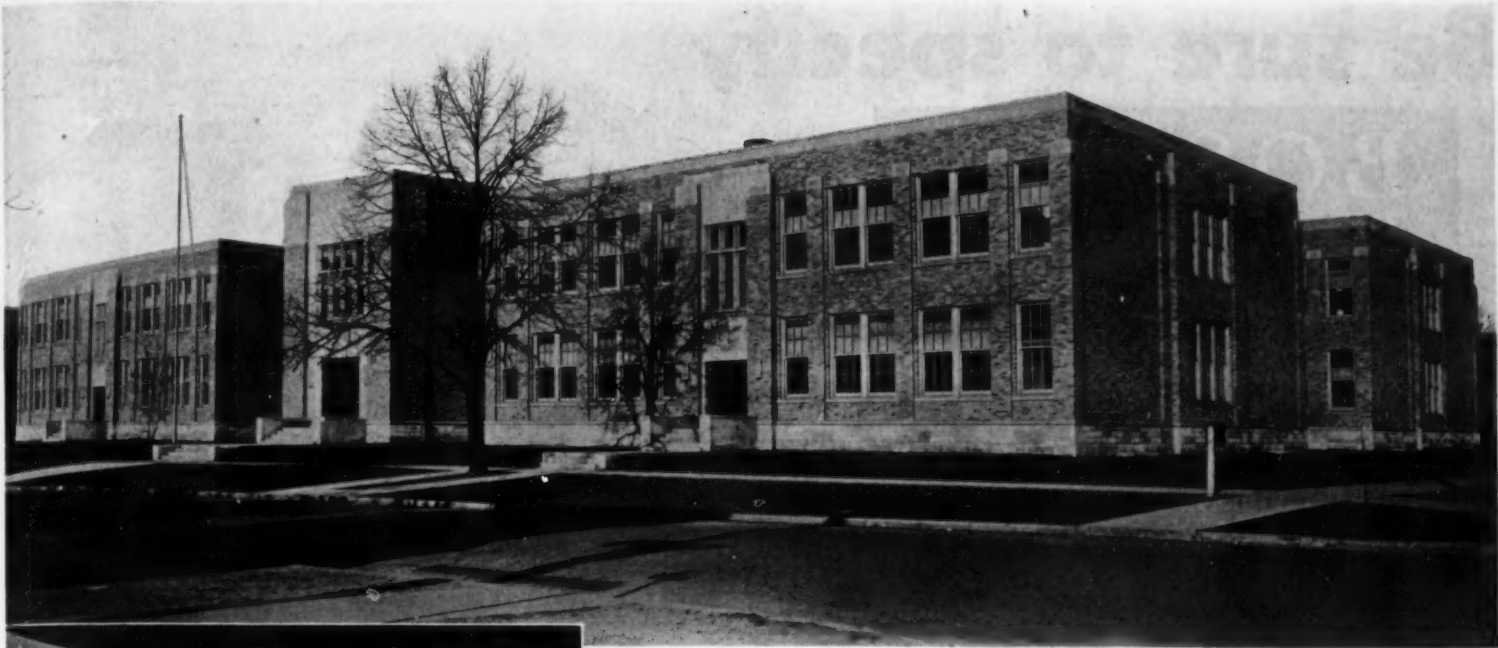
• MR. J. O. ALLEN has been elected superintendent of schools at Albany, Ga. He succeeds the late R. E. Brooks.

• MR. LYNWOOD HOLLAND, of Dawson, Ga., has been elected superintendent of schools at Blakely.

• MR. G. O. FLOYD, newly elected superintendent of schools at Vidalia, Ga., died in an automobile accident on July 26.

• MR. W. W. STANCILL, superintendent of schools of Dalton, Ga., has been named as a member of the state committee to study social-science textbooks.

(Concluded on page 89)



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Catalog C will bring complete information about Alundum Aggregate for terrazzo—the Norton Floors product that is popular with school building architects because it provides safety for the "danger spots"—stairways and also places where ordinary terrazzo would be slippery when wet, such as washrooms, showers and lavatories.

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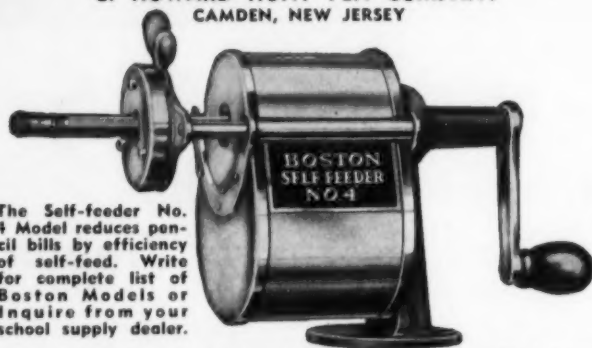
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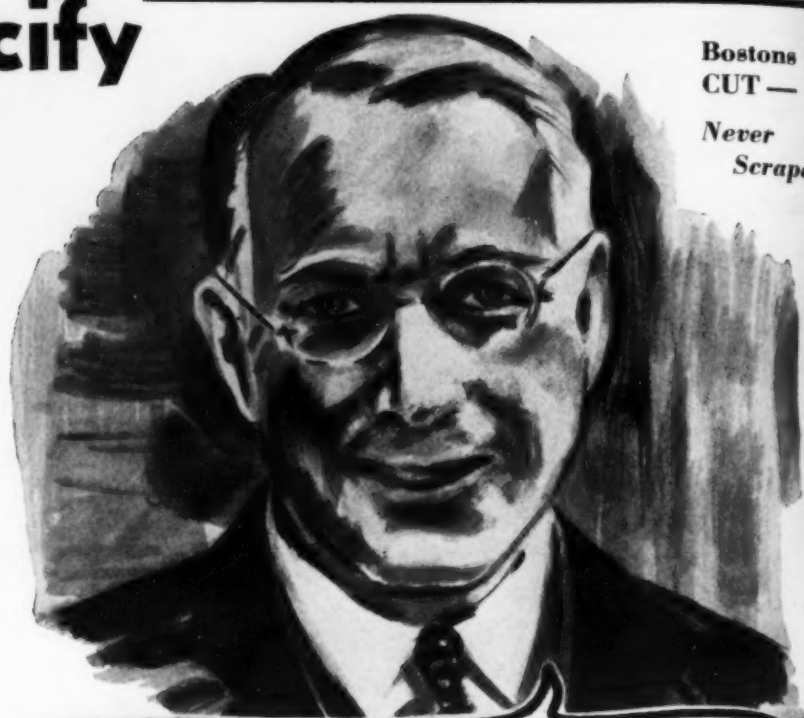
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(Concluded from page 82)

- Mr. B. M. HARRISON has assumed his duties as superintendent of schools at Sparta, Ga.
- Mr. R. J. VIETHS, of Lake Park, Iowa, has been elected superintendent of schools at Red Wing, Minn. E. A. SWENSON has been elected superintendent at Lake Park.
- Mr. A. C. HOORNEMAN, of Springville, Iowa, has been elected superintendent of schools at Preston.
- Mr. C. G. KECK has been elected superintendent of schools at Shelby, Ohio. He succeeds R. I. Lewis.
- Mr. R. H. MCATTEE, of Pasco, Wash., has been elected superintendent of schools at Hermiston.
- Mr. T. L. CLARK, of Wessington, S. Dak., has been elected superintendent of schools at Parkston.
- Mr. NORBERT GROTH, of Riceville, Iowa, has been elected superintendent of schools at Alta Vista.
- Mr. W. W. HARTZELL has been elected superintendent of schools at Albia, Iowa. He was formerly principal of the high school.
- Mr. ROBERT A. PARKER, of Phillips, Wis., has been elected superintendent of schools at Whitewater. He succeeds A. R. Page.
- Mr. A. A. JOHNSON, assistant principal of the high school at Muscatine, Iowa, has been elected superintendent of schools for the next year. He succeeds N. D. McCombs.
- SUPT. BURR F. JONES, of East Longmeadow, Mass., has occupied his new offices on the second floor of the town-hall building.
- Mr. H. C. LEONARD, of Akron, Ohio, has been elected superintendent of schools at Lisbon. He succeeds L. D. Kepner.
- Mr. REED GRONINGER has assumed his duties as superintendent of schools at Attica, Ind.
- SUPT. ERNEST R. BRITTON, of Effingham, Ill., has been re-elected for a two-year term, at an increase in salary.
- Mr. H. P. CLAUS, of Petersburg, Ill., has been elected superintendent of schools in Stockton.
- Mr. J. B. COX has been elected superintendent of schools in South Fulton, Ky. He succeeds H. J. Priestley.
- SUPT. ROY W. FEIK, of East Chicago, Ind., has been re-elected for another three-year term.
- Mr. J. R. BINFORD has been appointed acting superintendent of schools at Versailles, Ky. Mr. Binford will serve during the absence of Paul L. Garrett, who is continuing his work as State Director of Personnel.
- Mr. H. L. HENSLEY has been elected superintendent of schools at Alva, Okla.
- Mr. D. C. FURRER, of Osceola, Iowa, has been elected superintendent of schools at Denver, Iowa.

- Mr. W. L. PRATT, of Colo. Iowa, has been elected superintendent of schools at Lake City.
- Mr. ALBERT C. PARKER has assumed the duties of superintendent of schools at Union City, N. J. He succeeds Arthur O. Smith.
- Mr. HOMER C. WILSON has become superintendent of schools at Fresno, Calif. He succeeds O. S. Hubbard.
- CHARLES A. HALL, superintendent of schools at Sterling, Kans., died on July 28, of injuries received on a farm.
- Mr. JULIUS SCHIPPER, of Martin, Mich., has been elected superintendent of schools at Middleville.
- SUPT. J. A. LINDSAY, of Bloomington, Ill., has been re-elected for another year.
- Mr. GEORGE M. O'BRIEN, of South Milwaukee, Wis., has assumed his duties as superintendent of schools at Richland Center. Mr. O'Brien succeeds L. O. Tetzlaff, who has become principal of the county normal school at Sheboygan Falls.
- Mr. EARL R. LANCASTER has been elected superintendent of schools at Corunna, Mich. He succeeds G. L. Young.
- Mr. O. P. PITTS, formerly principal of the Lincoln County high school at Shelbyville, Tenn., has been appointed State Director of Schoolhouse Planning and Transportation.
- Mr. W. F. TEAGUE has been elected superintendent of schools at Williamsburg, Kans.
- Mr. JOHN A. SWETS has been elected superintendent of schools at Holland, Mich. He succeeds Garrett Heyns.
- Mr. W. CLARK BROWN, superintendent of schools at Clinton, Iowa, died in the Iowa City hospital on July 28, after a long illness.
- Mr. LEE HENSLEY, of Austin, Tex., has been elected superintendent of schools at Woodville.
- Mr. J. O. ALLEN has been elected superintendent of schools at Albany, Ga. He succeeds the late R. E. Brooks.
- SUPT. M. E. FITZGERALD, of Cambridge, Mass., was recently given a rising vote of thanks by the school board, in appreciation of his 25 years of service in the schools. An engraved certificate was presented to Mr. Fitzgerald.
- Mr. J. B. COX, of Murray, Ky., has been elected superintendent of schools at South Fulton.
- Mr. M. R. STEPHAN, formerly superintendent of schools at Stockton, Ill., has assumed his duties as principal of the high school at Elgin. Mr. Stephan received the B.E. degree from the State University at Normal, Ill., and his M.A. degree from the University of Chicago in 1931. He has also completed additional work at the University of Illinois and the University of Chicago.
- DR. HENRY HARDIN CHERRY, founder and president of

the Western Kentucky Teachers' College, died in Bowling Green, on Aug. 1. Dr. Cherry was 72 years old.

NEWS OF OFFICIALS

- Mr. WILLIAM H. RYAN has been elected president of the board of education at Janesville, Wis.
- Mr. A. J. COPELAND has been elected president of the board of education at Bay City, Mich.
- The school board of Minot, N. Dak., has reorganized, with the election of DR. V. E. SANDBERG as president; J. C. LUND as secretary; and J. H. ALBERTA as treasurer.
- The school board of Coldwater, Mich., has elected Mr. L. ALTON HUTCHINS as president. ALLEN J. PRATT was elected secretary.
- Mr. FRANCIS RUGOWSKI has been re-elected as president of the board of education at Manitowoc, Wis.
- The school board of Hancock, Mich., has elected FRANK C. CONDON as president. GEORGE H. ROBERTS was re-elected as secretary.
- Mr. D. S. PLEASANTS has been re-elected as president of the school board at Newport, Va.
- Mr. E. J. ARVEY has been elected president of the board of education at Green Bay, Wis.
- Mr. EDWARD M. COMISKEY has been elected president of the Jefferson parish school board at Gretna, La.
- Mr. M. G. DE GABRIELE has been elected president of the board of education at Negaunee, Mich.
- Mr. JAMES T. JONES has been re-elected as president of the board of education at Gladstone, Mich.
- Mr. CARL H. MCLEAN has been re-elected as president of the board of education of Lansing, Mich.
- Mr. FRANK E. BASTIAN has been re-elected as president of the board of education at Saginaw, Mich.
- The board of education at Alexandria, Va., has reorganized with the election of C. PAGE WALLER as president; ARTHUR M. KING as vice-president; and Miss LYNDE CROCKER as clerk.
- The school board at Newton, Kans., has reorganized, with the election of FRED M. PUTTROFF as president; J. E. WALLACE as vice-president; and WALTER HART as clerk.
- The school board at Ottawa, Kans., has reorganized with the election of J. B. STEWART as president; MRS. JOHN LAWRENCE as vice-president; and H. L. CARTZ-DAFNER as clerk.
- Mr. MERRITT HARDING has been elected president of the school board at Carson, N. Dak.
- The school board at Madison, Wis., has elected Mr. JOHN P. BUTLER as president.
- Mrs. D. L. MCEACHERON has been elected president of the school board at Topeka, Kans.



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New Books

A List of Spelling Difficulties in 3876 Words

By Arthur I. Gates. Cloth, 166 pages. Price, \$2.10. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

Teachers will welcome this book for three reasons. It contains first of all, a list of 3,876 commonly used words which present definite spelling difficulties to children. Second, it makes clear the relative difficulty in these words, and shows the most common points of difficulty in correct spelling, as well as the common errors. Finally, it shows the average grade placement of these words as found in textbooks and courses in spelling, together with the grade level of comprehension at which significant percentages of the children had mastered the words.

The findings in the book are based on examinations of 10,000 children in the elementary grades. The study involved a tabulation of 10,000,000 words out of which 1,200,000 misspellings were found. In all, an average of 300 misspellings for each of the 3,876 selected words were tabulated.

The author questions the advisability of teaching as many as 3,500 or 4,000 words in a formal and systematic fashion. Unquestionably, the difficulties found in the study would not occur if spelling were taught according to a plan which puts less stress on the daily memorizing of a quota of words and substitutes for this memorization a frequent type of drill that makes certain that the spellings learned are not forgotten.

The author holds that the good speller makes a visual observation of the word in detail and then sees it in easily managed units; the poor speller merely sees the number of letters as they are in the word, and never fully masters the characteristic groupings.

It may be entirely besides the point, but the

study does throw into strong relief the inconsistencies and the absurdities of English spelling. The very errors which are noted are more frequently reasonable and logical forms than are the correct ones.

Preview of Mathematical Analysis

By Aaron Freilich, Henry H. Shanholt, and Joseph P. McCormack. Paper, 137 pages. Price, 60 cents. Silver, Burdett & Company, New York, N. Y.

Three main divisions of this book for high-school seniors take up (a) the theory of algebraic equations, (b) probability and allied principles, (c) the differential calculus. The work has been developed with Gamma-Requirement classes and is intended to breach the present gap between high school and advanced college work.

The Progress Arithmetics

Book C. Paper, 201 pages. Price, 48 cents.

Book D. Paper, 202 pages. Price, 48 cents.

By Philip A. Boyer, W. Walker Cheyney, and Holman White. The Macmillan Company, New York, N. Y.

Book C reviews the basic processes upon a level of difficulty to challenge fifth graders. The work then carries forward into common fractions. Book D repeats fractions briefly, and takes up percentage, interest, denominate numbers, discount, and ratio—all applications of fractions to life problems.

Susan's Neighbors at Work

By Paul R. Hanna, Genevieve Anderson, and William S. Gray. Cloth, 240 pages. Price, 84 cents. Scott, Foresman & Company, Chicago, Ill.

The title of this book excites curiosity as to just what it contains. It is primarily a most attractive children's book, attractive in that it is beautifully illustrated and replete with reading matter designed to hold the fancy of the child mind, and at the same time, to convey valuable lessons to him.

Thus, the pupil is told of the good neighbors who protect him, who carry messages, who produce his food, who help him in play, travel, and so on. The reasoning of the child begins (so

well put by the author) when he says to himself: "Morning after morning my neighbors go away. I wonder where they go to work, and what they do all day."

Thus, in colored pictures and descriptive material, the child is told about the fireman and policeman, the postman, and the delivery man, the playground director, and the people who operate a train, a circus, and elevator, and the like. Then he is told about the people who grow our food, prepare it, and serve it. It is the people whom he sees that excite his interest and through whose activities that he learns the great lessons of life.

The authors present a new approach to the building of a supplementary reader and one that deserves commendation.

Mathematics in Life

By Raleigh Schorling and John R. Clark. Cloth, 432 pages. Price, \$1.40. The World Book Co., Yonkers, N. Y.

During the past few years educators have been directing their attention to the problem of providing suitable instructional material for the increasing number of pupils who cannot profit to any great extent by a study of the traditional high-school curriculum. The need of new instructional material has been felt in the field of secondary school mathematics. *Mathematics in Life* presents material which should meet the mathematical needs of many pupils now entering the high school. It consists of eight units which have been made easy enough to enable the slowest pupil to have a reasonable measure of success. The units are on Measurement, Constructions, Drawing to Scale, Per Cents, Uses of Graphs, Wise Use of Money, Home and Business Arithmetic, and Formulas and Equations. The material of the units is made up of the mathematics which should function in the everyday life of the average individual and is presented so that the pupil should get a real meaning and understanding of the material under consideration.

The book contains enough reading material on social and mathematical topics to contribute to

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the development of the pupils reading comprehension. It contains a large number of interesting illustrations which should add to the pupil's interest. The historical material in the book also should add to the pupil's understanding and appreciation of the science of mathematics and its contribution to civilization.

The inventory, practice, reading comprehension, and unit tests are valuable devices both to the pupil and teacher.

Units VI and VII are devoted to "social" and "business" arithmetic. The material of these units is much the same. The *Wise Use of Money* includes Home and Business Arithmetic. More emphasis could well be given to the "social" mathematics, especially the part that mathematics plays in local, state, and Federal Government. In a democracy the average citizen needs to know much more about the mathematics of government than he knows today.

In general the book is an important contribution to the solution of the problem of providing instructional material for the boy and girl who cannot profit to any appreciable extent from the traditional high-school mathematics curriculum.

Washington: City and Capital

Prepared as a Federal Writers' Project. Cloth, 1,141 pages. Price, \$3. Published by Public Works Administration, Washington, D. C.

While this is a guidebook, it is expanded in content so as to also afford a comprehensive view of the plan of government carried on in Washington. Thus, the authors not only describe the capital in its scenic aspects, but also tell something of the history of the city, the marvelous structures provided, and the great public business carried on therein. The volume is most comprehensive and inclusive in its contents. It is liberally illustrated.

The American citizen who visits the national capital, will not only marvel at the wide range which the public service has assumed, but will view with more than ordinary pride, the splendor and dignity which characterizes the nation's seat of government.

The book weighs five and a half pounds and is quite too bulky to be carried. A very much abbreviated edition on light-weight paper would be appreciated by visitors to Washington.

PUBLICATIONS

Pupil Personnel Study of Pupils in Minnesota Public Schools

Part I, Sec. 3, of Studies of Problem Pupils. A study conducted under the direction of the State Testing Committee of the Minnesota Council of School Executives. Published by the Minnesota Department of Education, St. Paul, Minn.

The present bulletin gives the findings in a study of problem pupils in the sixth and ninth grades, using data on the Maller-Case Inventory. In both the sixth and ninth grades, it was noted that larger proportions of girls than of boys were found below the sixth-grade problem case mid-scores in the test on rationality and social adjustment. Larger proportions of boys were found below the mid-scores in the test on trustworthiness and ethical judgment. Among the girls, the smaller proportions were found in the tests on social adjustment, trustworthiness, and ethical judgment.

In certain personality tests which seldom receive attention in classroom work, it was noted that the Maller selected problem cases differed considerably from the best-adjusted cases.

Evaluation of Higher Institutions: The Faculty

By Melvin E. Haggerty. Cloth, 207 pages. Price, \$2. The University of Chicago Press, Chicago, Ill.

A study of faculty competence in American colleges. It is based on the investigation of the Standards Committee of the North Central Association.

The Financial Section of a Newspaper

By C. Norman Stabler. Paper, 93 pages. Price, 25 cents. Published by the *New York Herald Tribune*, New York, N. Y.

A study of the financial section of a daily newspaper. *Principles of College and University Business Practice Series III—Financial Advisory Service*. Paper, 7 pages. Bulletin No. 9, July, 1937, of the American Council on Education.

A preliminary statement of the Financial Advisory Service for the guidance of those who may need the aid of such an outline and for criticism and comment by interested persons.

The report discusses the business functions to be assumed by the chief business officer of the institution and sets up

suggestive business standards to be followed by the governing board in the management of the physical plant, in the supervision of finances, and in the business management of the institution.

A Report of New Legislation on Education for the 1937 Legislative Session

Paper, 17 pages. The State Department of Public Instruction, Harrisburg, Pa.

Approximately 450 bills, dealing more or less directly with various phases of public education, were introduced in the 1937 session of the legislature. Of these 141 were passed. The new laws which are divided into four groups, open the way for the public schools to advance toward the goal for providing richer and more extensive educational opportunities to the children and youth of the state. Of the new laws, the teacher-tenure law is now in effect. Act 157, providing for mergers and the creation of county boards of education, is in its initial stages. A number of other laws are on the way to the fulfillment of their purpose in the schools of the state.

A Manual on the Construction and Care of School Buildings

Prepared by Troy D. Walker, D. A. Emerson, and Dr. V. D. Bain. Paper, 119 pages. Issued by C. A. Howard, state superintendent, Salem, Oregon.

This manual, prepared as a ready source of reliable information for school officials, contains valuable suggestions for those who are faced with the building problem, but it does not take the place of such expert services as is customarily supplied by architects, engineers, and educational advisers.

The bulletin takes up trends in schoolhouse construction, planning, financing, principles of organization, care and maintenance. A brief list of references is appended at the back of the pamphlet.

Surveys of American Higher Education

By Walter C. Eells. Paper, 531 pages. Carnegie Foundation for the Advancement of Teaching, New York, N. Y.

An analysis and appraisal of some 230 surveys, made during the past twenty-five years at a cost of more than three million dollars.

Salaries Paid Teachers, Principals, and Certain Other School Employees, 1936-37, in 207 Cities 30,000 to 100,000 Population

Paper, 6 pages. Tabulation II-A, June, 1937, of the Research Division, National Education Association, Washington, D. C. A bulletin containing information on salaries paid teachers, principals, and other school employees in 1936-37, including clerks, deans, department heads in high schools, janitors, principals, vice-principals, and teachers in special classes.

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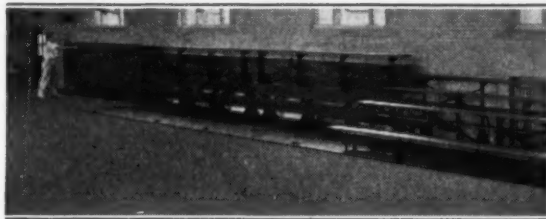
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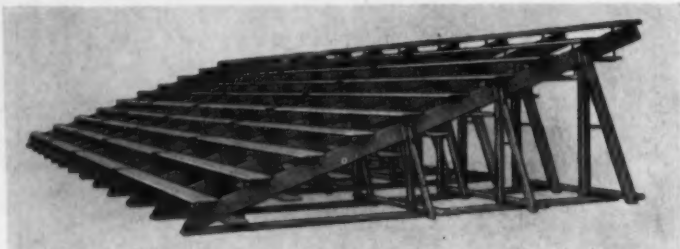
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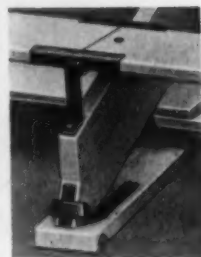
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Personal News of School Officials

• DR. FRED ENGELHARDT, of the University of Minnesota, on October 9, will be inaugurated as the ninth president of the University of New Hampshire. A formal program has been arranged for the occasion, when officials of 21 colleges, junior colleges, and normal schools will be in attendance. Following a midday luncheon, the academic procession will start from the commons and will pass over the campus to the platform in front of DeMerritt Hall, where the exercises will take place. After the invocation by Rt. Rev. J. S. Buckley, V.G., D.C.L., the induction will be given by President Roy D. Hunter, of the board of trustees, and the acceptance will be made by Dr. Engelhardt. The honorary degrees will be conferred, and benediction will be offered by the Rev. Vaughan Dabney, D.D., dean of Andover-Newton Theological Seminary.

• The board of education of North Little Rock, Ark., has reorganized, with the re-election of J. L. ATKINS as president; J. E. SCOTT as vice-president; and T. H. ALFORD as secretary-treasurer. The other members of the board are T. F. DIGBY, DR. W. M. BURNS, B. H. GUENTER, and W. I. WOOLEY.

• The school board of Stevens Point, Wis., has reorganized, with the re-election of N. E. MASTERSON as president; DR. NALBORSKI as vice-president; and F. A. NEUBERGER as secretary.

• The board of education of Kalamazoo, Mich., has reorganized, with the re-election of OTIS A. EARL as president; MRS. LINNIE A. GILL as vice-president; and MR. C. ARTHUR KRILL as treasurer.

• The school board of Richland Center, Wis., has elected MR. ROBERT BURNHAM as president. The new members of the board are MRS. CAMILLA KIRKPATRICK, OWEN SNODGRASS and ROBERT BURNHAM.

• MISS HELEN L. BAUMAN has been elected president of the board of education at Minneapolis, Minn. Miss Bauman succeeds H. J. Bessen.

• MRS. E. G. MACK has been elected president of the board of education at Iliou, N. Y. MR. DENNIS McLAUGHLIN was elected secretary.

• MR. SALVATORE DURRANT has been elected president of the board of education at Frankfort, N. Y.

• MR. SPENCER J. HEENEY has begun his fifth year as president of the board of education of Farmington, Mich.

• MR. FRANK FLEMING is the new president of the board of education at Olivet, Mich.

• The board of education at Aberdeen, S. Dak., has reorganized, with the re-election of O. M. TIFFANY as president; O. O. KAARBO as first vice-president; N. L. HEINZEN as second vice-president; and F. E. WYTENBACH as secretary-treasurer.

• MR. ROBERT M. CRITCHFIELD has been re-elected president of the board of education at Anderson, Ind.

• The board of education at Fort Wayne, Ind., has elected MR. BEN F. GEYER as president; MRS. DAVID VESEY as secretary; and DR. V. H. HILGEMANN as treasurer.

• DR. ORAN A. PROVINCE has been elected president of the board of education at Franklin, Ind. He succeeds Carl Scott.

• REV. CHESTER W. WHARTON has been elected president of the board of education at Valparaiso, Ind.

• The board of education at Minot, N. Dak., has re-elected DR. V. E. SANDBERG as president, and J. C. LUND as secretary.

• The board of education at Moorhead, Minn., has reorganized, with the election of EDGAR E. SHARP as president; O. D. HILDE as clerk; and F. G. HILL as treasurer.

• The board of education at Manistique, Mich., has elected ROY ROBERTS as president; DR. TUCKER as vice-president; and ALICE REILLY as secretary.

• MR. W. A. HAMMOND has been elected president of the school board at Peru, Ind.

• MR. IRA FUHRMAN has been re-elected president of the board of education at Decatur, Ind.

• The school board of Madison, S. Dak., has reorganized, with the re-election of MR. WILLIAM ROHRER as president; MR. ALBERT PARKER as vice-president, MR. H. M. PIPER is the new member of the board.

• The board of education of Muskegon, Mich., has re-elected C. W. MARSH as president, and HAROLD M. B. THURSTON as secretary.

• The school board at Julian, Calif., has elected MR. A. M. LEWIS as president, and MRS. MARY S. STARR as clerk.

• MR. PAUL H. SCHOLZ, secretary of the board of education at San Antonio, Tex., has taken an indefinite leave of absence because of illness.

• MR. ELMER R. DURGIN has been re-elected president of the board of education at Racine, Wis.

• The board of education at Hamtramck, Mich., has re-

organized with the election of DR. T. T. DYSARZ as president; STANLEY DRAGANSKI as secretary; and HENRY KARWOSKI as treasurer.

• MR. J. B. YOUNG has been re-elected president of the board of education at Rock Springs, Wyo. GORDON G. MORRIS was re-elected as clerk; and RUDOLPH ANSELM as treasurer.

• DR. E. L. SEDERLIN has been re-elected as president of the school board at Laramie, Wyo.

• DR. IRVING A. MARSLAND has been re-elected as president of the school board at Rye Neck, N. Y. FRED L. GREIFRATH was elected as clerk.

• MR. SIDNEY PLANT has been elected president of the school board at Lincoln, R. I.

• MR. DAN D. ROGERS, a member of the board of education of Dallas, Tex., has been appointed a member of the board of trustees to administer the state teachers' retirement law. The retirement law was passed at the last legislative session.

• MISS HELEN L. BAUMAN has been elected president of the board of education at Minneapolis, Minn. DR. CHARLES R. DRAKE was named secretary.

• MR. ECKELS HUTCHISON has been elected secretary of the west-side school board at Waterloo, Iowa. He succeeds Ira Blough.

• The board of education at Neenah, Wis., has elected MR. NORTON WILLIAMS as president; WILLIAM K. AUSTIN as vice-president; and CHARLES VELTE as secretary.

• MR. LEWIS W. POWELL has been re-elected as president of the board of education at Kenosha, Wis.

• MR. JOHN P. BUTLER has been re-elected as president of the board of education at Madison, Wis.

• MR. C. D. REJAH has been re-elected president of the board of education at Beloit, Wis. Other officers elected were DR. L. R. FINNEGAN, vice-president; and J. E. CAMERON, business manager.

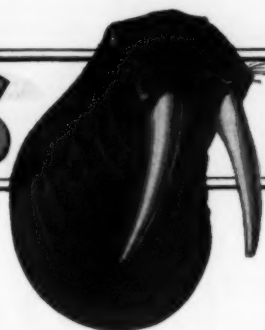
• MR. ED. H. KIPER, utility engineer of the board of education of San Antonio, Tex., has been appointed acting business manager, to serve during the illness of Mr. Paul Scholz. MRS. GLADYS H. CANADAY, bookkeeper for the board, was named clerk pro-tem to prepare minutes and to take care of other details of board meetings during the absence of Mr. Scholz.

• MR. GEORGE KEPHART has been elected president of the school board at Berrien Springs, Mich.

• MR. DANIEL A. HASLEY has been re-elected as president of the board of education at Monroe, Mich.

• MRS. L. C. BROWN has been elected president of the school board at Maple Rapids, Mich.

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An easy way to get information on Walrus equipment is to clip this advertisement and mail to us with your name and address written in margin of page. We manufacture laboratory and vocational furniture and cafeteria equipment. See products listed beneath pictures.

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NEARLY 40 YEARS SUCCESSFUL EXPERIENCE

DECATUR, ILL.

THE WORST SCHOOL-BOARD MEMBER

(Concluded from page 49)

the dictator was bent on upsetting it. Fate came to our rescue again, in this case, for, at long last, he was transferred by his company to another city, and had to resign. According to an unofficial report of the meeting, made by a press reporter, the other members strove manfully to find some appropriate farewell remarks, but had to content themselves by saying that he had always been faithful in attendance.

Along with these, we have had good men and women who have served and are serving to the very best of their ability, who have done a thankless task only to be made the targets of criticism and slander from the great mass of stupid and selfish citizens who want something, particularly education, for nothing. All honor to these members. May they be recognized for their good deeds. But why not emphasize the worst traits of board members? Perhaps, in this way, they can be weeded out, and the general public be made aware of what we don't want in board members.

HOW OTTAWA SCHOOLS BUY COAL

(Concluded from page 52)

random Series No. 19, of February, 1925, entitled "Methods of Sampling Coal Deliveries," issued by the Mines Branch, Canadian Government Department of Mines, Ottawa, Canada.

9. On his request, privileges will always be extended to the contractor to have his representatives present when coal samples are being taken.

10. Each sample—single or composite—taken for the purpose of analysis shall represent as great a quantity of delivered coal as conditions will allow.

11. Analysis of samples taken shall be made by a reputable Chemical Engineer or firm of Chemical Engineers conducting Laboratory work of this nature and the selection of such shall have the approval of the contractor.

12. The Board shall assume the cost of the original sampling of the delivered coal and the analyzing of samples so taken but does not bind itself to do so for any subsequent sampling or analysis that may for any reason be required.

Spontaneous Combustion

13. The Contractor shall be responsible for the conduct of the coal after delivery and in the event of overheating in bins he shall assume the cost of turning the coal or the removal of same should such be necessary to effect a remedy. The Contractor shall also replace all coal destroyed, lost or removed from bins on account of overheating.

Laws and Ordinances

14. The Contractor shall assume full responsibility for the observance of all laws and ordinances, City, Provincial, or Federal, pertaining to the hauling, handling and weighing of the coal or that in any other way concern the Contractor.

Suspension of Delivery and Cancellation of Contract

15. Should results of analysis of samples or the general characteristics indicate that the quality of the coal being supplied falls seriously below the quality guaranteed, the board may instruct the contractor to suspend delivery pending further consideration.

16. Failure to maintain the standard guaranteed in the tender, shall be considered sufficient cause for cancellation of contract.

Rights Reserved

17. No deposit shall be required with any tender but the board reserves the right to demand a security deposit or bond, not exceeding 5% of estimated total amount of the contract from the tenderer or tenderers whose bids are accepted.

18. The board reserves the right to accept the whole or any part of any tender; also to reject any or all tenders if in its opinion it is advisable or necessary to do so.

The lowest or any tender not necessarily accepted.

For the 1937-38 supply of coal 22 bids were made by four separate firms. The contracts were awarded on the basis of \$7.06 per ton for the low volatile smokeless coal, \$6.47 per ton for the high volatile coal for down-draft furnaces, and \$6.06 per ton for the high volatile coal for stokers. The board did not accept exactly the lowest priced coal by cost. The coal selected contains a very much lower sulphur content than any of the other coals offered, thus affording less opportunity for spontaneous combustion in storage bins.

This method of purchasing coal has been used under Mr. Jeffrey's direction during the past eleven years, and has resulted in large economies, affording at the same time unusually satisfactory supplies of fuel.

• Mr. J. LESTER BUFORD, of Johnson City, Ill., has been elected superintendent of schools at Mt. Vernon.

• Mr. DONALD D. PALMER, of North Grant, Iowa, has been elected superintendent of the Randalia consolidated schools in Fayette County.

• Mr. HOMER L. BAKER, of Carlisle, Iowa, has been elected superintendent of schools at Colo.



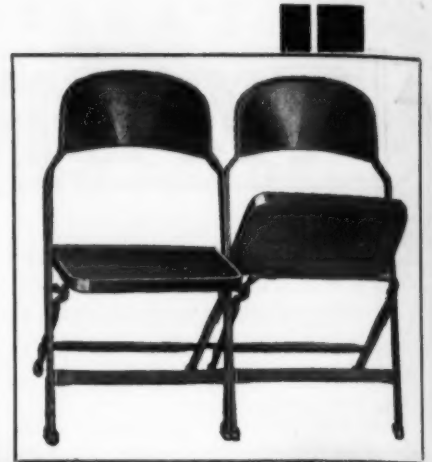
Peterson furniture is designed and manufactured to meet the educational and service requirements of schools. Forty-five years of experience qualifies and ensures most successful accomplishment for the design and construction of furniture for the school laboratories, libraries and shops.

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GETTING YOUR MONEY'S WORTH IN SCHOOL JEWELRY

(Concluded from page 56)

of gold. Certain jewelry which we have assayed has shown that it contained only 9.25 karats. To make the bidding on the level, too much fluctuation should not be allowed.

If a superintendent is further interested in this study, he can obtain further information in Chapter 3289, page 10, of the *Laws of the United States Relating to the Coinage*, which is known as the National Stamping Law. He may be assured that he will profit from such a study and, perhaps, be better able to protect the pupils under his jurisdiction. No doubt, his school will be able to secure better jewelry at a more reasonable price.

THE LOS ANGELES SCHOOL BUDGET

The board of education of Los Angeles, California, presents a tentative school budget to the public in attractive pamphlet form. The reasons for this or that particular item are given in word and picture form. The 20-page pamphlet is liberally illustrated.

The total budget for 1936-37 amounted to \$39,555,900. Of this amount, \$17,843,916 went to the elementary schools, \$20,453,930 to the high schools, and \$1,258,055 to the junior college. In presenting the relative distribution of the tax dollar the following percentages are given: teaching staff, 46 cents; operation of school plant, 6 cents; administration, supervision, and clerical workers, 2½ cents; maintenance and upkeep of buildings, grounds, and equipment, 1¾ cents; special services, health, playgrounds, attendance, etc., 2 cents; sup-

plies, books, and other expenses of instruction, 3¼ cents; fire insurance, workmen's compensation insurance, ½ cent. In meeting budget costs, the local property is taxed 30 cents per child. The remainder, 32 cents, is provided by the State of California.

The budget for 1937-38 places the total figure at \$40,905,911. The amount is distributed as follows: teachers' salaries, \$23,129,408; other instructional expense, \$4,297,943; capital outlay, \$3,775,015; operation of school plant, \$3,389,442; contingency and cash reserves, \$1,730,000; auxiliary agencies, \$1,141,325; maintenance of plant, \$1,142,000; administration, \$1,044,001; district retirement, \$981,500; fixed charges, \$275,277; total, \$40,905,911.

The introductory paragraphs to the budget exposition read as follows: "A house without a foundation would be no more stable than a democracy without free public education. Government is as intelligent and as enlightened as are those individuals in whom is reposed the responsibility and authority to administer it. In this country the sovereign power is vested in the people; therefore, in the understanding and judgment of the people of the United States is the measure of the kind of government under which they live.

"The school tax dollar is more than an investment in education. It is an investment in democracy itself. No other dollar spent for anything under the sun pays greater returns than this to the taxpayer. To return this value in the highest possible degree to the Los Angeles city school district is the exclusive concern of your board of education. It is to this end alone, invoking the greatest possible economy consistent with the maintenance of an adequate educational program,

that the tax dollars of this school district are expended for the development and operation of the Los Angeles city schools."

COMING CONVENTIONS

September 26-28. New York State Council of Superintendents, at Saranac Inn, N. Y. E. L. Ackley, Johnstown, secretary.

October 1. New York State Teachers' Association, at Watertown. M. June Carey, Carthage, secretary.

October 1. New York State Teachers' Association (northern zone), at Potsdam, N. Y. Earl West, Potsdam, secretary.

October 7-8. Michigan Education Association (district No. 5), at Alpena. Marjorie Furman, Petoskey, secretary.

October 7-8. Michigan Education Association (district No. 7), at Sault Ste. Marie. Clyde E. Hertz, Calumet, secretary.

October 7-9. Vermont State Teachers' Association, at Rutland. Miss Marion C. Parkhurst, Burlington, secretary.

October 7-9. Wisconsin Library Association, at Milwaukee. Miss B. Buelow, LaCrosse, secretary.

October 8. New York State Teachers' Association (Long Island zone), at Hempstead. Marjorie Blythe, Southampton, secretary.

October 8. Pennsylvania Education Association (north-west section), at Meadville. J. C. Prindle, Cambridge Springs, secretary.

October 8-9. California School Trustees' Association, at Fresno. Mrs. I. E. Porter, Bakersfield, secretary.

October 8-9. New York State Teachers' Association (southern zone), at Elmira. Arletta Johnson, Cortland, secretary.

October 14-15. Michigan Education Association (district No. 2), at Flint. L. E. Grant, Flint, secretary.

October 14-15. Michigan Education Association (district No. 3), at Jackson. Joel Lee, Owosso, secretary.

October 14-15. Minnesota Education Association (northeast division), at Hibbing. Anne E. Regner, Mountain Iron, secretary.

October 14-15. Missouri Central Teachers' Association, at Warrensburg. Fred W. Urban, Warrensburg, secretary.

October 14-16. Western Pennsylvania Education Association, at Pittsburgh. A. M. Goldberger, Pittsburgh, secretary.

October 16. Massachusetts Teachers' Federation, at Worcester. Hugh Noxon, Boston, secretary.

October 21-22. Indiana State Teachers' Association, at Indianapolis. Charles O. Williams, Indianapolis, secretary.

OAKVALE CONSOLIDATED SCHOOL

(Concluded from page 37)

mer of 1935 and contracts for it were awarded in November of the same year. The building was completed the following spring, and occupied on May 17, 1936. Practically all of the construction was done by local labor, and all the standard building material was purchased from local producers.

The building cost a total of \$36,980, and the equipment cost approximately \$1,500, for new furniture, etc. The total cost was \$38,480. The cost per cubic foot was 8.8 cents. On the basis of the ordinary pupil capacity, the cost was \$167.30, including the equipment.

The building was planned and erected under the supervision of Mr. E. L. Malvaney, architect, of Jackson, Mississippi.

Data on Oakvale Consolidated School, Oakvale, Mississippi

Construction Material—12 in. brick walls, wood framing parts, floors, and roof.

Exterior Facing—select common brick

Exterior Trim—cast stone

Dampproofing Compounds—through wall membrane—exterior openings caulked

Roof Construction and Materials—30 yr. pitch composition

Windows—heart Louisiana cypress—double hung

Corridor and Stair Finish—plaster

Door—Interior—kiln dried yellow pine grade B

Doors—Exterior—heart Louisiana cypress

Corridor and Stair Treads—grade B yellow pine

Classroom Finish—plaster fiber ceiling

Auditorium Finish—plaster fiber ceiling

Classroom Floors—No. 2 common yellow pine; edge grain No. 1 yellow pine finish floor

Auditorium Floors—No. 1 yellow pine finish floor

Acoustical Materials—celotex panel ceiling

Finish of Toilet Rooms—Keene's cement

Type of Heating and Ventilating—One-pipe, low-pressure, steam-central boiler system

Boilers—Fitzgibbon's J. 58 portable firebox

Panel Boards and Electrical Control—flush type panel board, 6-circuit 30 Amp.

Duplicating Machines—1 Dick 77B, automatic feed

Pupils' Desks—325 Arlington fixed

Tablet Arm Chairs—70 Arlington type

Teachers' Desks—8—42 by 26 in.

Window Shades—50 tan duck-duo roller

Kindergarten—30 Arlington primary chairs

Play Equipment—sandtable—Indiana Desk Co.

Auditorium Seating—90 Bentwood type

Folding Chairs—150 Clarion steel

Experiment Tables for Chemistry—9—15 ft. by 30 by 31 in. equipped with three water cocks

Drinking Fountains—2 Halsey-Taylor—trough—2-stream bubbler type

Toilet Partitions—metal (Weisteel)

Flush Valves—Sloan star
Blackboard—1,360 sq. ft. artificial slate
Bulletin Boards—9—2 by 3 ft. cork
Cabinets—2 storage—36 in. wide, 17¼ in. deep, 77¼ in. high—furniture steel
Waste Receptacles—12 baskets

BUILDING NEWS

◆ Dallas, Tex. The school board has received bids for the construction of an addition to the Arcadia Park School. Plans have been completed for the new Leila P. Cowart School. These projects are part of the board's \$2,000,000 building program.

◆ The county school board of Brevard County, Florida, has begun the construction of a manual-training building. The building will be financed from district and general funds.

◆ The school board at Julian, Calif., has completed a new school building, which will be occupied for the first time in September.

◆ LaCrosse, Wis. The board of education has received a report from the special committee appointed to study the crowded conditions in the school plant and has informed the City Council of the acute situation existing in some sections of the city. The proposed building program of the board calls for the erection of additions to elementary schools, the construction of an elementary or junior high school, and additional educational facilities in the Washington section.

◆ Amite, La. The voters of Tangipahoa parish have approved a school-bond issue of \$125,000 for a new building program. The program will include additions to the junior and senior high schools, and a new gymnasium. The construction work will be financed with a PWA grant of 45 per cent.

◆ Charleston, W. Va. The voters of Kanawha County approved a school-bond issue of \$2,200,000 for the financing of an extensive county school-building program.

◆ Appleton, Wis. Construction work has been started on the new high-school building, to be completed at a cost of \$750,000.

◆ Stillwater, Minn. Construction work has been started on a new junior high school. The building will be erected with the aid of a PWA grant of \$250,000.

◆ New London, Tex. Bids have been received for the construction of the new junior-senior high school, to be erected at a cost of \$250,000.

◆ Newark, N. J. The board of education has begun plans to relieve overcrowding in the high schools. The building committee is working on a schedule for a million-dollar building program.

◆ Beverly Hills, Calif. The contract has been let for the construction of the auditorium for the Horace Mann School, to cost \$109,900.

◆ Raymondville, Tex. Plans have been completed for a new high school, to cost \$100,000. A. B. Ayres, San Antonio, is the architect.

◆ Fort Worth, Tex. The board of education has completed the erection of a high school in Arlington Heights. The building was built as a PWA project, at a cost of \$315,000.

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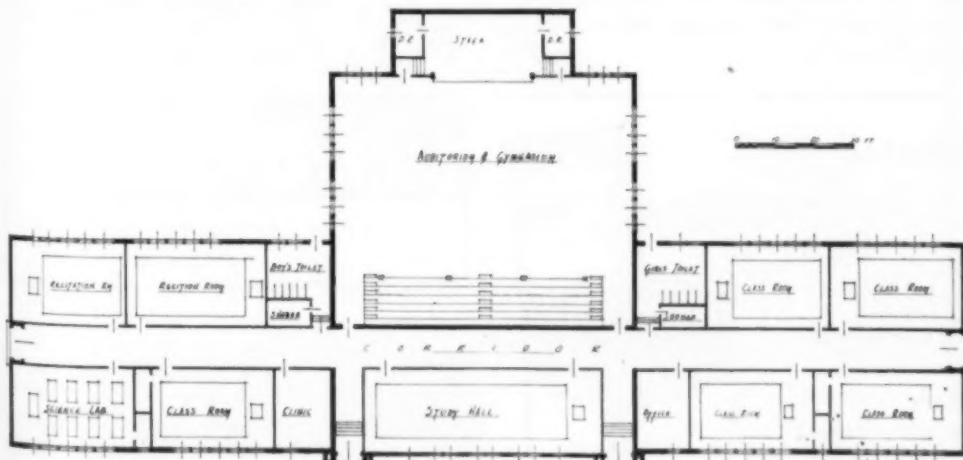
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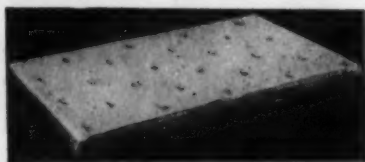
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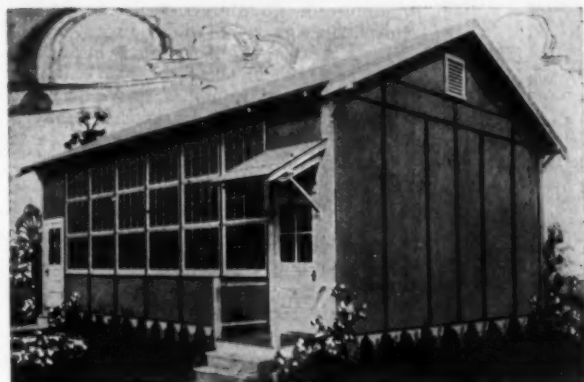
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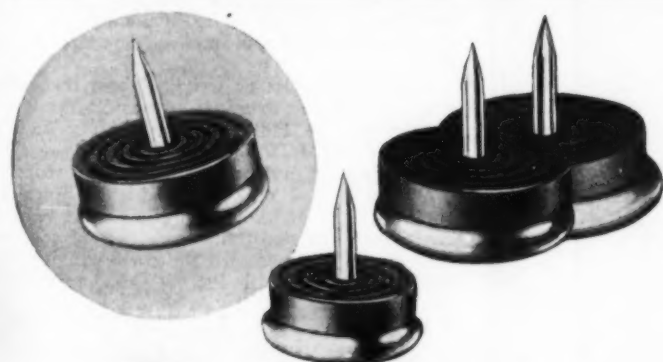
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IMPROVED STANDARDS FOR THE SCHOOL-BOARD CLERKSHIP

(Concluded from page 27)

ing the yearly appointment of the clerk should be repealed. The board of education should have discretionary power to establish such salaries as they consider desirable. All legislation which makes a dual type of organization mandatory should be repealed. In addition, the statutes of many of the states relative to the duties and powers of the clerk of the board of education should be recodified and clarified in order that the work of this office may be made more effective and may enable its incumbents to

better realize their full measure of usefulness.

The future of the office will be largely dependent upon the necessary adaptations made to meet the changing conditions. Unless changes are made similar to those suggested the future of this traditional office holds little other than elimination or delegation of its functions to more effective offices. In fact, tendencies are in evidence at present to justify this conclusion. The clerks of boards of education themselves could render themselves and the schools a great service if they would set in motion an agitation for raising the standards of appointment to a high level of training and certification.

HOW JANITORS GET THEIR JOBS

(Concluded from page 32)

a deduction of one point is made for each year above the age of 45—except for war veterans holding an honorable discharge, in which case this deduction is not made except for those over 50 years of age. Age must be established by documentary evidence.

After the age, residence, and citizenship requirements have sifted the applicants they are tested or examined for physical fitness, mental fitness, social fitness, and vocational fitness. The following outline summarizes the content of the examination:

Physical Fitness		Point	Values
Medical examination	5		
Physical condition test	5		
Physical appearance rating	5		15
Mental Fitness			
Intelligence test			25
Social Fitness			
Reports from previous employers	20		
Oral examination and personal interview	10		30
Vocational Fitness			
Examination on custodial work.	20		
Reports from previous employers	5		
Evaluation of experience	5		30
Total			100

An unsatisfactory rating in any of the tests of ratings will automatically eliminate applicant from consideration.

The medical examination is given by school physicians; the physical condition test and appearance rating by the physical-education department. The intelligence test is administered by the research office. Social fitness is ascertained by three reports from previous employers and a personal interview. The oral examination and personal interview is given by a school group consisting of the Superintendent of Schools, the Secretary of the Board of Education, and three school principals. Vocational fitness is measured by a written objective-type test confined to questions of a practical nature, employer reports of the rating-scale type, and an experience evaluation.

The point values or weights given the various selective factors are arbitrarily assigned. It must be remembered that an unsatisfactory score or rating in any of the various factors may eliminate an applicant from further consideration.

From the final ranking, the highest thirty-five applicants are placed on an eligible list continuing in force for two years from date of adoption. All new appointments to the custodian force are made from the eligible list.

IMPROVED METHODS OF SELECTING EQUIPMENT AND SUPPLIES

(Continued from page 46)

and results to be secured are largely involved.

4. *Educational Value:* It shall, in the greatest degree possible, contribute to the educational program.

5. *Standardization:* The recognition of certain essential specifications in equipment materials and designs which will make for some uniformity as to construction, without necessarily determining the specific brand or make.

6. *Reliability and Integrity of the Vendor:* The standing of the manufacturer of a product as well as his agent with regard to financial stability, dependability, and the proper attitude toward the product.

7. *Servicing:* Ability of the vendor to service his product.

8. *Repair and Replacement:* Economy and long life factors through the servicing which may be done by the maintenance department of the school.

9. *Effect on Other Equipment:* The wear upon or injury to other equipment incident to the use of a product.

10. *Safeguards:* The protection of funds

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through specific and clearly worded contracts and agreements.

In general, we might conclude that a purchase should be made from the vendor who offers the best in quality at the lowest cost. Then in establishing our criteria used to answer the question, "From whom shall the various items of supplies and equipment be purchased?" it might be well to depend upon tests of quality. Such criteria are listed in *Research Bulletin No. 5* of the National Association of Public-School Business Officials as follows:¹⁵

¹⁵Bulletin No. 5, N.A.P.S.B.O., "Tests of Quality for School Equipment and Supplies," 1934, p. 45.

1. *Validity*: The test of means of measuring the quality of school supplies and equipment, to be of value, must measure what it purports to measure and consistently measure this same quality throughout the entire range of the test.

2. *Reliability*: The test, to be of value, must consistently measure those qualities which it does measure with the same degree of accuracy.

3. *Administrability*: The test, to be of value, must have such instructions as will enable any ordinary school official to administer the test unless the quantity of material to be purchased will justify the services of a technician. If a technician is to be employed, the instructions should enable the technician to make the test.

4. *Adequacy*: The test, to be of value, must adequately and fully measure that quality which it purports to measure.

5. *Economy*: The cost per item for making tests of quality is of utmost importance and the test should be made only when the quantity purchased justifies the expenditure necessary for making the test.

6. *Nondiscriminatory*: A test, to be of value, must be applicable to like products in general and not discriminate against any particular manufacturer or group of manufacturers.

7. *Availability*: The test, to be of value, must be available to school officials and must be made with equipment that is available or at least easily made available.

8. *Practicability*: A test, to be of value, must measure a quality of the product which tends to make this product useful in a school system.

(To be Concluded)

How Motion Pictures Speed Learning . . . Save Teachers' Time is told in

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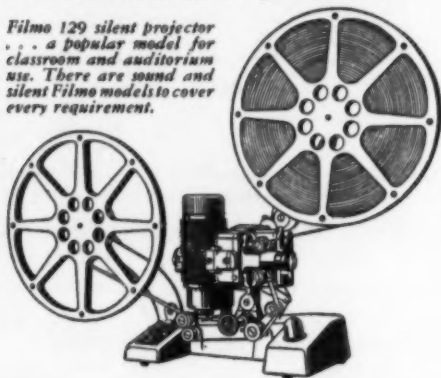
PROMINENT educators enthusiastically endorse motion pictures as a priceless contribution to the science of teaching. This remarkably effective educational tool is fully discussed in the book *New Horizons*, just published.

Why pupils learn from 20% to 90% more in shorter time and forget less, by actual, unbiased tests, is explained. The subjects that can be taught better by motion pictures are discussed; you will be surprised at the wide application of this medium. The comprehensive selection of films available is shown. The personal experiences of leading educators with motion pictures are included and their comments quoted. Suggested ways by which the equipment can be made to pay for itself are given, together with points to keep in mind when equipment is selected.

In short, *New Horizons* is one of the most complete treatments of the subject of school motion pictures ever published.

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STORIES FOR SPEECHMAKERS

A Good Start

A donkey had been very stubborn, and the man, exasperated, had gone to a chemist for something to make it go. The chemist gave it something, and before they could recover their wits the donkey was out of sight.

"How much did you give it?" asked the man.

"Four drops," answered the chemist.

"Well, give me eight drops—I've got to catch it."

He Was!

A Yankee was on a winter walking tour in Scotland. Snow had fallen and he was struggling along a narrow road when he met a Highlander.

"I guess, friend, I sure am lost!" he said, plaintively.

Scot: "Is there a reward oot for ye?"

American: "Nope."

Scot: "Weel, ye're still lost."

SCHOOLROOM HUMOR

May be True

"What is a finishing school?"

"A place where girls who have any lingering respect for their parents go to have it removed."

—Hamilton Spectator.

Little Gentleman

A small boy was asked to dine at the home of a distinguished professor. His mother questioned him on his return. "You are sure you didn't do anything that was not perfectly polite?"

"Why, no, nothing to speak of."

"Then something did happen."

"Well, while I was trying to cut the meat it slipped off to the floor. But I made it all right," said the boy.

"What did you do?"

"Oh, I just said carelessly, 'That's always the way with tough meat.'"

—U. S. Coast Guard.

A Nuisance

"Well, Paul, aren't you going out to play this afternoon?"

"No, I've got to stay at home and help father with my homework."

Plenty

"Willie Johnson," said the teacher, "if you had five doughnuts, and your mother were to give you four more, how many would you have?"

Willie twisted the corners of his jacket, moved his lips, and tried to think, but he couldn't.

"Don't count them up," said the teacher. "Tell me right off."

"I should have—a—a—a—a—"

"Well, how many?"

"Huh—I should have enough, I guess!" said Willie, grinning broadly. —Montreal Star.

Hot and Cold

Professor (visiting a student in his rooms): "How cold it is here! Do you never have a fire? How can you work in this temperature?"

Student: "Ah, Professor, when I begin to feel cold, I just think of my exams, and then I perspire all over." —Tale Spins.

A British School Joke

"For example," said the teacher to a class, "let us suppose you want to remember the name of the poet Bobby Burns. Get a mental picture of a policeman in flames. Get the idea? —Bobby Burns."

"I get the idea," replied a boy. "But how is one to know it doesn't represent Robert Brownning?" —Scholastic.

The New Mathematics

"Caddie, sir?"

"Yes, I require a caddie, but I want a boy who is a good counter. I'm playing in the club's monthly medal competition this afternoon. Do you think that you can count all right?"

"Yes, sir."

"Well, what's seven and nine and eleven?"

"Twenty-six, sir."

"Grab my clubs. You'll do."

School Buyers' News

Third of a Century of Service. Thirty-four years of service is the enviable record of the Midland Chemical Laboratories, manufacturers of janitors' supplies and floor finishes. Established by the late Mr. L. O. Hillyard, at Dubuque, Iowa, the firm has grown especially during the depression years due to its established policy of improving its products through continuous research and chemical analysis. During the first week of July, the firm's salesmen from every state in the Union met at Dubuque, under the leadership of Mr. C. F. Hillyard, Mr. J. C. Camm, and Mr. W. E. Klesterman for the discussion of new problems in building management and demonstrations of new materials. The firm holds that its men can solve any cleaning or finishing problem if they are fully informed on the content, action, and use of the materials which the firm offers.

New Model American Sanderplane. The new American Sanderplane, manufactured by the American Floor Surfacing Machine Co., Toledo, Ohio, furnishes a great opportunity for students in manual training to learn new, modern principles of woodworking.

The American Sanderplane is a portable, electrically driven, perfectly balanced belt sander for wood, metal, stone, and marble sanding applications. This belt sander is not only used for normal sanding and planing operations but is capable of doing many jobs formerly impossible.

The American Sanderplane is manufactured in two different models. Model No. 3 is equipped with a highly efficient built-in dust-collecting system. Complete information is available upon request.

A Catalog as a Report of Progress. "This Company is conceived of as an institution for service to the schools and to the school children of America. Whatever school equipment can contribute to the welfare of school children and to the betterment of school life, it is our obligation to provide."

The strong sense of social duty expressed in the foregoing sentences is the basis of the business of the American Seating Company, which introduces its newest *School Furniture Catalog* with "a report of progress to the school officials of America." It seems almost needless to say that the catalog is a record of achievement in applying scientific research in anatomy, hygiene, posture, sight conservation, school organization, and progressive-teaching method to the problems of school seating.

The catalog includes the so-called American Universal line of desks, stationary desks and seats, commercial desks, tablet-arm chairs, posture chairs, tables, chair desks, folding chairs, assembly chairs, auditorium seating, and stadium seating. The catalog will be sent to any school authority upon request.

Emergency Electrical Service. What sections of public-school buildings require emergency protection by means of battery sets so that the electric service will be continuous in spite of the failure of power plants, etc.? The Electric Storage Battery Company answers the question in a new pamphlet entitled *Exide Emergency Systems*, and discusses the entire problem as well as the dangers of electric interruptions. Copies are available to school authorities. Write to the Allegheny and 19th St. office of the firm, at Philadelphia, Pa.

A Dictionary Booklet. Teachers will be glad to see the illustrated booklet which the Merriam Company has issued describing *Webster's Collegiate Dictionary* — Fifth Edition. This largest abridgement of *Webster's New International Dictionary* contains just the features required by the student and the writer. A special thin-paper edition is sold for \$3.50. The publishers, G. & C. Merriam Co., Springfield, Mass., will be glad to send the descriptive booklet and copies of various classroom helps to teachers.